DOCUMENT RESUME

ED 107 081 95 EC 072 870

AUTHOR	Stepp, Robert E., Jr.; And Others
TITLE	Midwest Regional Media Center for the Deaf. Final Technical Report.
INSTITUTION	Nebraska Univ., Lincoln. Dept. of Educational Administration.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	74
CONTRACT	OEC-3-7-000199-0199(019)
GRANT	OEG-0-73-0428
NOTE	208p.
EDRS PRICE	MF-$0.76 HC-$10.78 PLUS POSTAGE
DESCRIPTORS	Aurally Handicapped; *Deaf; Exceptional Child Services; *Instructional Materials Centers; Instructional Media; Program Descriptions; Program Evaluation; *Regional Programs
IDENTIFIERS	*Nebraska

ABSTRACT

From September 1966 through August 1972, the Midwest Regional Media Center for the Deaf was under contract to Media Services and Captioned Films, Bureau of Education for the Handicapped, and from September 1972 through August 1974, the center had a grant with the same federal agency to provide media services to 12 states--North Dakota, South Dakota, Nebraska, Kansas, Missouri, Iowa, Minnestoa, Wisconsin, Illinois, Indiana, Michigan (1969), and Ohio (1973). The media services included the production of a series of educational materials for deaf students and teachers of the deaf; the management and operation of numerous inservice workshops and institutes for teachers, supervisors, administrators, media specialists, and college professors; and an annual media symposium for supervisors and administrators working with the deaf. In addition, the center provided assistance with conferences and conventions and also provided a variety of consultative services to schools for the deaf in the 12-state region. (Author)

ED107081

Grant No. OEG-0-73-0428

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FINAL TECHNICAL REPORT
September 1966 - August 1974

Robert E. Stepp, Jr.
Robert La Gow
Ronald Kelly
Evelyn Reiners

Midwest Regional Media Center for the Deaf
Department of Educational Administration
Teachers College
University of Nebraska

Lincoln, Nebraska

Date
September 15, 1974

EC 072 870

This project reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE
Office of Education
Bureau of Education for the Handicapped

2/3

Midwest Regional Media Center for the Deaf

Previous Contract or Grant No.

1966-1967	Contract No. OEC-3-7-000199-0199
1967-1972	Contract No. OEC-3-7-000199-0199-(019)
1972-1974	Grant No. OEG-0-73-0428

TABLE OF CONTENTS

Abstract 1

Introduction 2

Historical Overview 9

Instruction

Narrative 13
Results 23
Recommendations and Conclusions 26

Production

Narrative 28
Results 34
Recommendations and Conclusions 36

Symposia

Narrative 39
Results 45
Recommendations and Conclusions 54

APPENDIX A

Historical Overview Charts
Contract, Staff, Symposia, Institutes and Regional In-Service Programs, and Productions . 1 - 9

APPENDIX B

Programs and Services of MRMCD, Six-Year Evaluation Report, September 1966-August 1972 . . 1 - 71

APPENDIX C

Production Report, September 1966 August 1974 . . . 1 - 44

APPENDIX D

Symposia on Research and Utilization of Educational Media for Teaching the Deaf - SPEAKERS . . . . 1 - 20

67

ABSTRACT

From September 1966 through August 1972, the Midwest Regional Media Center for the Deaf was under contract to Media Services and Captioned Films, Bureau of Education for the Handicapped, and from September 1972 through August 1974, the Center had a grant with the same federal agency to provide media services to twelve states comprising North Dakota, South Dakota, Nebraska, Kansas, Missouri, Iowa, Minnesota, Wisconsin, Illinois, Indiana, Michigan (1969), and Ohio (1973). These media services included the production of a series of educational materials for deaf students and teachers of the deaf; the management and operation of numerous in-service workshops and institutes for teachers, supervisors, administrators, media specialists, and college professors; and an annual media symposium for supervisors and administrators -- all for educators working with the deaf. In addition the Center provided assistance with conferences and conventions and also provided a variety of consultative services to schools for the deaf in the twelve-state region.

8

INTRODUCTION

The Midwest Regional Media Center for the Deaf (MRMCD), founded in 1966, was one of four centers in the United States to apply educational media and technology to the task of accelerating the educational programs of the deaf student. A historical overview of the Center's development may be read in the following section.

MRMCD was a member of the National Network of Special Education Instructional Materials Centers and Regional Media Centers which had as their objective the provision of educational media and technology to the instructional programs of all handicapped children. The legal basis for the establishment and operation of MRMCD was Law 91-230, Part F, Sections 651 and 652. Although the MRMCD was created to work exclusively with programs for the deaf, the Center did cooperate with other network members, as needed, in order to assist them in fulfilling the objectives of co-sponsored projects within the framework of the total program.

The objectives of the National Network were derived from two documents: (1) the objectives of accomplishment as outlined by the Bureau of Education for the Handicapped (BEH), and (2) the workscope of specific objectives as designed by Media Services and Captioned Films (MSCF). The BEH objectives and the MRMCD supporting objectives are stated as follows:

1. BEH Objective

   To assure that by the year 1977, every handicapped child who leaves school has had career educational training that is relevant to the job market, meaningful to his career aspirations, and realistic to his fullest potential.

MRMCD Objective

To assist BEH in achieving this objective by informing administrators and supervisors concerning the implications of educational technology in accelerating, expanding and improving the educational programs of deaf students.

2. BEH Obhective

To assure that every handicapped child is receiving an appropriately designed education by 1980 (85% by 1978).

To secure the enrollment of 850,000 (85%) preschool aged handicapped children in Federal, State, and Local educational day care programs.

MRMCD Objective

To assist BEH in achieving these objectives by helping each state in the Midwest twelve-state region to improve its media program and services for the deaf through the cooperative actions of MRMCD, State Agencies and local organizations.

3. BEH Objective

To assure that all handicapped children served in the schools have sufficient trained personnel who are competent in the skills required to aid the child in reaching his full potential.

MRMCD Objective

To assist BEH in achieving this objective by improving the media competencies of teachers, supervising teachers, college educators, who prepare teachers to teach the deaf, and media specialists who are on-the-job at schools for the deaf in the Midwest Region.

4. BEH Objective

To enable the most severely handicapped children and youth to become as independent as possible, thereby reducing their requirements for institutional care and providing opportunity for self-development.

MRMCD Objective

To assist BEH in achieving this objective by continuing to produce and release media productions especially designed for teachers and deaf students.

The tasks to be performed in order to achieve these objectives were outlined in a workscope. This workscope served as a guide to the respective centers which comprised the national network. The items checked on this form are the areas to which MRMCD devoted its energies. Basically, the MRMCD operated in the areas of materials development, technology training, and regional-state program delivery.

(See the sample workscope on the following page.)

MRMCD, since its founding in 1966, had yearly designed, produced, and evaluated instructional materials which were intended to demonstrate new methods of teaching the deaf. Most of these efforts had been in the area of language instruction. These materials are listed in Item 6, Longitudinal Chart in the Appendix of this Final Report.

Another area of major concern was technology training needed by teachers in order to utilize the new resources that were becoming available today. To assist teachers in acquiring this training, two approaches were used. One approach was the production and utilization of a series of mediated instructional learning packages which could be loaned directly to the classroom teacher of the deaf or to an educator who was responsible for preservice programs in a college or university setting. Two groups needed to be served: (1) the teacher on the job, and (2) the college student in preparation programs. The other approach was a series of workshops which we conducted each year on location at the various schools for the deaf in our twelve-state region. These states were: North Dakota, South Dakota, Nebraska, Kansas, Missouri, Iowa, Minnesota, Wisconsin, Illinois, Indiana, Michigan, and Ohio. These workshops were conducted without charge to the numerous programs for the deaf in this region. A workshop consisted of

WHAT DOES AN SEIMC/RMC/NCEMMH NETWORK DO FOR HANDICAPPED CHILDREN?
(FY '74 workscope of BEH's network of instructional materials centers for handicapped children; areas I-IV optional in any one center; area V compulsory)

Area I INSTRUCTIONAL MATERIALS DEVELOPMENT (child-use materials)
N.......IA Identify needed materials and prioritize needs.
N.......IB Make needs known to commercial and non-commercial materials developers.
R.......IC Locate usable materials which exist and fulfill identified needs.
R.......ID Adapt existing, but unusable materials which fulfill needs.
R.......IE Develop unavailable and needed materials to fulfill needs.
R.......IF Field test new and old products for effect on learner.
N.......IG Enter tested products into the distribution systems for materials.

Area II MEDIA, MATERIALS, AND EDUCATIONAL TECHNOLOGY TRAINING (teacher-use)
NR.....IIA Identify media, materials and educational technology training needs.
NR.....IIB Make needs known to pre- and in-service training institutions and agents.
R......IIC Locate usable media-training materials which fulfill needs.
R......IID Develop unavailable and needed media-training materials to fulfill needs.
NR.....IIE Collect, classify and loan media-training materials.
NR.....IIF Develop information base on media-training programs and materials.
NR.....IIG Respond to inquiries by matching training needs to training sources.
NR.....IIH Operate a national non-print media-training library (for use by professionals, para-professionals, training institutions, parents, and intra-state agencies).

Area III MEDIA AND MATERIALS INFORMATION SYSTEM (child-use materials)
R.....IIIA Identify and classify instructional materials for handicapped children.
R.....IIIB Evaluate materials by standard criteria and recommend usage.
R.....IIIC Describe materials and encode descriptions for data base entry.
N.....IIID Develop and maintain machine-readable data base.
N.....IIIE Produce catalogs, bibliographies, and profile-matching materials lists.
NR....IIIF Operate search/retrieval facility to respond to materials-inquiries.
NR....IIIG Maintain source file for materials in data base as part of data base.
N.....IIIH Match source-of-demand with appropriate source-of-supply systematically.
N.....IIII Maintain inventory records including demand, circulation, reaction info.

Area IV MATERIALS DELIVERY SYSTEM (child and non-print teacher materials)
NR.....IVA Acquire materials included in the information system.
NR.....IVB In-process (accession processing materials and place in depositories.)
NR.....IVC Maintain materials-collections in interacting depositories.
NR.....IVD Ship, within loan rules, (upon order by registered user) materials.
NR.....IVE Check in returns, collect overdues, negotiate claims, re-shelve.
NR.....IVF Repair, replace and rejuvenate materials.
NR.....IVG Maintain booking system, usage records, and added print requirements.
NR.....IVH Account for any funds involved in usage charges.

Area V REGIONAL STATE PROGRAM DELIVERY (decided by client-states within region's limit)
R.......VA Associate center (local service center) simulation or development.
R.......VB Assistance in state planning for intrastate materials service.
R.......VC Consultation on educational technology or spec. ed. materials usage.
R.......VD Participation in media and materials conferences and workshops.
R.......VE Dissemination of materials-information thru state director's office.
R.......VF Reinforcing state staff in media, materials, and educational technology.

special hands-on experiences which demonstrated the design and utilization of educational media for partial solution of the learning problems of deaf students. Teachers of handicapped students must have the ability to design special materials for the peculiar problems of the learner. This was one of our major objectives as we worked with teachers and college students in our twelve-state region.

During these eight years of operation, considerable consultant work was also performed. The staff of the Center served as consultants to schools for the deaf in the twelve-state region. Consultation was provided on such topics as media design, utilization, production, instructional materials centers, media instruction, and classroom design and facilities.

The three major areas of concern (production, instruction, and symposia) are discussed in detail in the main section of this report.

The immediate federal agency responsible for the continued work of the Midwest Regional Media Center for the Deaf was Media Services and Captioned Films (MSCF). Formerly Captioned Films for the Deaf, Media Services and Captioned Films was initially established by an Act of Congress (Public Law 85-9095) in 1958. The initial purpose was, as the name implied, to provide the deaf with captioned films analogous to the provision of recordings, braille books and other materials for the blind. A revision of the federal law in 1965 enabled Media Services and Captioned Films to expand the scope of its services, and the agency now provides instructional services and materials of all kinds for deaf and hard-of-hearing children.

On the University of Nebraska spectrum, the Midwest Regional Media

Center for the Deaf was affiliated with the Department of Educational Administration in Teachers College. The physical facilities of the Center were located in Nebraska Hall on the University of Nebraska - Lincoln campus. In mid-October, 1972, the MRMCD moved into new facilities designed especially for the project by the University.

In MRMCD's continuing effort to improve education of the deaf, specific areas of concern were delineated in the form of objectives. MRMCD was foremost committed to the belief that educational technology could play a vital role in the educational program of the deaf. Thus, as new programs, new materials, and new procedures were studied and field tested, our goals changed. With consistency, MRMCD found that each new year added to the wealth of knowledge about the application of educational media to the learning problems of hearing impaired students. Our objectives evolved over the years to include these specific concerns. MRMCD worked to ....

1. Support and assist BEH in achieving its goals and objectives.
2. Support and assist MSCF in achieving its goals and objectives.
3. Develop new materials which would encourage new approaches to teaching the deaf.
4. Sponsor an annual national conference on educational technology for the leadership group within the educational program for the deaf.
5. Encourage the employment of a full-time media specialist in each school.
6. Work with these media specialists to develop local in-service programs.
7. Increase our cooperation with the SEIMC's in our region and support the SEIMC/RMC network.
8. Promote the interaction of our Center with state departments of special education and other related agencies.

9. Reduce the gap between educational research and classroom practice.

10. Prepare teachers and supervising teachers of the deaf for the proper utilization of media.

11. Train classroom teachers to plan and produce their own specialized materials.

12. Evaluate the application of educational media and methods to the educational programs for the deaf.

13. Prepare teachers to make their own evaluation of materials.

14. Assist College Educators, who prepare teachers to teach the deaf, in the application and evaluation of educational media in their pre-service programs.

15. Disseminate information regarding the latest materials and techniques.

Our major goal was the same as that of the Bureau of Education for the Handicapped: "Equalization of Educational Opportunity for Handicapped Children." More precisely stated as "the provision of leadership and resources to help the handicapped achieve their fullest potential and participate constructively in society to their maximum abilities."

HISTORICAL OVERVIEW

The Midwest Regional Media Center for the Deaf (MRMCD) began officially via contract and in name September 1, 1966. However, much work plus many related activities preceded and set a precedent for this subsequent federal project which reached its eighth year of operation in 1974.

From 1963 to 1965, Dr. Robert E. Stepp, Jr., now MRMCD Project Director, used an NDEA Title VII grant to conduct his "Feasibility Study to Investigate the Instrumentation, Establishment, and Operation of a Learning Laboratory for Hard-of-Hearing Children." *Its focal point: employing 8mm films as the vehicle to carry instruction on a self-stury basis. Its ultimate goal: finding a way to assist the deaf child in assuming a greater degree of responsibility for his own education.* The first actual production work (22 8mm films), which served as the impetus for all subsequent MRMCD productions, was developed and utilized during 1964-65.

The finished research study drew nationwide attention. So much so that additional NDEA funds (Title XI) were granted in 1965 to conduct a nine-week Summer Media Institute for 30 participants. This session was open to all interested educators.

During the Spring of 1965, Captioned Films for the Deaf allocated funds to sponsor a "Symposium on Research and Utilization of Educational Media for Teaching the Deaf." This first conference was to be a national conclave for administrators of programs for the deaf. Its topic: An Overview of Audio-visual Research Affecting Education of the Deaf.

In September, 1965, Captioned Films for the Deaf funded a full year

"Project to Develop and Evaluate Instructional Materials for the Deaf." This project was based on film research conducted by Dr. Frank Withrow when he was Director of Clinical Services at the Illinois School for the Deaf. The initial production consisted of 75 8mm speechreading films.

In the summer of 1966, a special grant was given to the University of Nebraska - Lincoln to conduct the first Educational Media Institute for Teachers of the Deaf. Thirty teachers were selected to participate in this eight-week institute which became an annual event through the summer of 1973.

In the fall of 1966, the previous year's activities were further expanded under the current project title, Midwest Regional Media Center for the Deaf. Documentation of the Center's growth and accomplishments appears in the Longitudinal Charts in **Appendix A.** Specific areas include Contract, Staff, Symposia, Institutes, Regional In-Service Programs and Productions.

As would be expected, the MRMCD staff (Longitudinal Chart, Item 2) grew as the project expanded its services. This does not mean to imply that all of our people were strictly specialists in one area of media knowledge. Uniquely enough, there were many interests and skills in common. However, each staff member also found his forte in the various media (graphics, still photography, motion pictures, and television). Thus, having both a generalist and a specialist within each person greatly enhanced our consulting activities. This particular quality cannot be reflected on the Longitudinal Chart, but must be emphasized as a valuable factor of the MRMCD's services to both individuals and programs for the deaf.

From its beginning in 1965, the Symposium on Research and Utilization of Educational Media for Teaching the Deaf (Longitudinal Chart, Item 3) steadily gained in momentum and stature. A first year attendance of 61 had grown to well over 250 at the tenth annual session which was held in April, 1974. Each three-day conference concentrated on a single topic currently affecting education of the hearing impaired. Then through advance distribution of papers plus mediated presentations at the conference and small group interaction, each subject received in-depth scrutiny. This is discussed in greater detail later in the main section of this report.

In order to establish media as an integral part of classroom instruction of the deaf, the MRMCD held In-House Institutes (Longitudinal Chart, Item 4). Initially emphasis was on classroom teachers of the deaf during a six-week summer session. However, for media to play its strongest role, it was quickly determined that all people in the continuum of education of the deaf should be involved with media. Subsequently, two-week institutes were established for college educators who prepare teachers of the deaf, supervising teachers and media specialists in schools for the deaf. These sessions emphasized the design and actual production of instructional materials based on student needs. The areas of greatest emphasis were graphics, still photography, motion pictures, and television.

The concept of our basic media workshops was further expanded in our Regional In-Service Program (Longitudinal Chart, Item 5). By taking our staff and media instruction into schools and programs for the deaf, the MRMCD influenced instruction at its grassroots level. To date, the MRMCD has served 1,859 educators in 44 school programs and 8 universities in our twelve-state region. Most of these workshops had a two-day format, during which time both instruction of and actual production by participants were the objectives.

In the area of film production, (Longitudinal Chart, Item 6), many of our projects had been done as "pilots", meaning that once the MRMCD finished a production, it was then field tested in programs for the deaf in our region. If at that time the work was found to be valid, it was forwarded to Media Services and Captioned Films, BEH for possible duplication and distribution. A major objective in MRMCD productions had been to design materials which involved the student in independent study. Additional productions were developed to stimulate dialogue and interaction among students. Other experimental films were produced in conjunction with programmed texts, additional support media, and the utilization of a variety of response formats. This is discussed in detail in the main section of this report.

Our mission was to improve and accelerate the educational programs of deaf students by utilizing educational media in the learning process. We were dedicated to that goal.

INSTITUTES, WORKSHOPS, AND CONSULTANT SERVICES

The Midwest Regional Media Center for the Deaf (MRMCD) was concerned with pre-service and in-service education since its inception in September 1966. However, the MRMCD's involvement with teachers of the hearing impaired actually began prior to that time with the first summer media institute being conducted during June-July 1966. From that beginning, a comprehensive instructional media program developed which not only served a twelve-state region, but also took on national dimensions. The MRMCD media program was designed to assist the Bureau of Education for the Handicapped (BEH) in meeting one of their major objectives:

> To assure that all handicapped children served in the schools have sufficient trained personnel who are competent in the skills required to aid the child in reaching his full potential.

Over the years, this instructional media program developed into what we now refer to as the MRMCD Cluster Approach to In-Service and Pre-Service Training Regarding Media Design and Implementation for Educators of the Deaf. This "cluster approach" was conceptualized and organized in 1968 by Dr. Robert E. Stepp, Jr., Director of the Midwest Regional Media Center for the Deaf at the University of Nebraska - Lincoln. Briefly, this approach involved the training of a group of educators within an individual school program who were identified as leaders at various levels of service. Thus specific MRMCD instructional programs were designed and coordinated to serve teachers, supervisors, media specialists, administrators, new teachers and college training personnel. The result was a "cluster" of key personnel in each school who worked together in terms of implementing instructional media for hearing impaired children.

In order to serve all of these educators, the MRMCD utilized a variety of formats for their instructional media programs:

1. Two-Day Media Workshops for (a) classroom teachers and (b) college students in training (conducted by MRMCD staff at schools for the deaf or at colleges preparing teachers of the deaf).
2. One-Week Media Institutes for media specialists in educational programs for the deaf (conducted at the MRMCD facilities).
3. National Symposia on Research and Utilization of Educational Media for Teaching the Deaf* for administrators, supervisors, college educators, and ancillary personnel serving the hearing impaired learner. (Held annually at the Nebraska Center for Continuing Education; organized and hosted by the MRMCD.)
4. Two-Week Media Institutes for (a) supervisory personnel in schools for the deaf, and (b) college educators preparing teachers of the deaf (conducted at the MRMCD facilities -- the second week included attendance at the Symposium).
5. One-Week Media Conferences for (a) supervisory personnel in schools for the deaf, and (b) college educators preparing teachers of the deaf (conducted at the MRMCD facilities).
6. One-Day Media Consultant Services for (a) classroom teachers and (b) college students in training (conducted at school programs for the deaf, or at college programs preparing teachers of the deaf by MRMCD staff).
7. Three-Week and Six-Week Summer Media Institutes for classroom teachers of the deaf (conducted at the MRMCD facilities).
8. A Multi-Media Learning Kit for Pre-Service and In-Service Teachers regarding media development design for use by (a) supervisory personnel in schools for the deaf, and (b) college educators preparing teachers of the deaf (an integral part of the one-week media conferences described in item #5 above).

*The Symposia are discussed in detail on page 39.

The main emphasis of all of these MRMCD instructional media programs was the role of educational media in the learning process. With the exception of the symposia, the types of topics covered in these programs were:

1. Planning Systems and Design Techniques
2. Writing Instructional Objectives

3. Assessment Procedures
4. Brainstorming for Mediated Learning
5. Graphic Arts
6. Overhead Transparencies
7. Super 8mm Motion Pictures
8. Instructional Television
9. Slides
10. Programming Techniques
11. Resources
12. Equipment Operation

The extent to which each of the above listed topics was included or covered in the various instructional programs depended on the time available. In the three- and six-week institutes all of the topics were presented in detail, while in the one- and two-day programs only selected topics were covered. In contrast, the symposia have all been in a conference format with each being organized around a specific theme.

Following is a brief description of the various instructional media programs conducted by the MRMCD:

A. Institutes were the most intensive media training programs conducted by the MRMCD, and they varied from one week to six weeks in length. There were four types of media institutes:

   1. The Summer Educational Media Institute for Teachers of the Deaf hosted 30 selected participants each summer. This extensive seminar was conducted from 1966 to 1973 and provided 3-6 hours of credit. In this program, teachers learned to plan, produce and apply instructional media technology to education of the deaf. The sessions were organized so that the participants actually designed and produced their own instructional materials.

   2. The Educational Media Institute for College Educators Who Prepare Teachers of the Deaf was conducted from 1967-1973. This program provided college educators two weeks of media

training -- one week in the fall and one week in the spring. The emphasis of this institute was on the production and utilization of instructional media technology at the college level as well as education of the deaf.

3. The Educational Media Institute for Supervising Teachers of the Deaf was added to the MRMCD program in the 1969-70 school year and was discontinued in 1973. This was also a two-week institute divided into a one-week session in the fall and a one-week session in the spring. It emphasized the production and application of instructional media technology to education of the deaf.

4. The Institute for Educational Media Specialists in Schools for the Deaf was conducted from 1971-1973. The main purpose of the Institute for Media Specialists was to bring these professionals together and open up lines of communication. The emphasis of this initial institute was maximizing the use of the instructional materials center in schools for the deaf.

B. Workshops were a part of the regional in-service program offered to schools for the deaf in the twelve-state region of the MRMCD (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin). These workshops were conducted at the schools and varied in length from two to three days. Attendance at these workshops ranged from ten to two hundred. The workshop curriculum is a condensed version of the institutes with introductory demonstrations and production labs emphasizing media utilization. The regional workshop program initiated in October 1966, was a major instrument for introducing educators of the deaf to media and obtaining applicants for the MRMCD institutes.

C. Conference(s) on Educational Media for Supervising Teachers of the Deaf (February 11-15) and College Educators Preparing Teachers of the Deaf (February 25-March 1) were initiated in 1974. These two (2) one-week media conferences were intended to provide additional media skills for past MRMCD participants. Specifically each conference participant was given a prototype "Multi-Media Kit for In-Service Teachers of the Deaf." This kit included demonstration media and resource information to facilitate endeavors in implementing the use of instructional media in classrooms for the hearing impaired. The kit contained:

1. Instruction guide

2. Overhead transparencies (six demonstration units)

3. Super 8mm films (three examples)

4. Slides (five demonstration sets)

5. Videotape (two examples)

6. Manipulative (language mobile)

7. Flash cards

8. Related handouts

The conference participants received training on the use of the "Multi-Media Kit." They then took these prototype kits back and used them in their own schools. The "feedback" information from these field test experiences will be used to modify and prepare the kits for distribution to the National Center on Educational Media and Materials for the Handicapped, Ohio State University.

In addition to the "Multi-Media Kits", the participants were provided some advanced media design and utilization skills.

D. Consultant Services. Staff members from the Media Center were available to serve as media consultants to educational programs for the deaf in the twelve-state Midwest Region. All college programs and public or private schools concerned with education of the deaf within this region were eligible to request these services which were free of charge.

As early as 1967, staff consultation was listed as a main function of the Center. Since that time, due to an increase in staff personnel, consultation has been written into the budget as an integral strategy item requiring funding. Consultation has taken the form of phone calls, letter writing, visitations, demonstrations and mini-workshops. The staff has served as consultants on such topics as (1) organization and administration of Instructional Materials Centers, (2) classroom and school building design, (3) preparation of pre-service and in-service programs, (4) instruction of specific production techniques, and (5) application of educational media to specific learning problems.

In the process of developing the media workshop and institute programs, the Midwest Regional Media Center for the Deaf emphasized "hands-on" experiences and modeling techniques. By "hands-on" experiences was meant that the participants actually take part in the planning, design and production of media within the instructional workshop or institute program. This approach was used because they were expected to utilize similar media skills in their school environments. However, in order to enter the participants into a "hands-on" design experience it was necessary to provide them well organized models of media usage and design skills. Therefore, in all instructional programs, the MRMCD used the following sequence:

1. Demonstrate actual media used with hearing impaired learners (included, overhead transparencies, slides, Super 8mm movies, videotapes, bulletin boards, mediated independent study, etc.) This was to provide the participants a good idea of the potential for media utilization.
2. Demonstrate the planning skills necessary for educational media design. (Objectives, planning steps, storyboarding, evaluation, etc.)
3. Provide hands-on experiences for:
   - a. developing a storyboard from a pre-determined story and set of criteria
   - b. identifying a learning problem, selecting a topic(s), and determining the media necessary to deal with the learning problem - topic(s)
   - c. creating a storyboard and designing the planned media

The MRMCD instructors were always available for assistance throughout the "hands-on" design experiences. In order to facilitate this assistance, each MRMCD instructor was a media generalist in addition to his/her instructional media specialty.

Multi-Media Learning Kit for Pre-Service and In-Service Teachers

The development of the "Multi-Media Learning Kit for Pre-Service and In-Service Teachers" was predicated on the belief that educators could not generally design or implement instructional media effectively with hearing impaired learners without observing or experiencing some media utilization models. The experience of the MRMCD instructional staff in working with educators of the deaf provided evidence to support this contention. Since 1968, the MRMCD conducted instructional media programs for supervisory personnel and college educators who were responsible for in-service and pre-service education for teachers of the deaf. This "Multi-Media Learning Kit" was part of the MRMCD's continuing effort to assist supervisors and college educators in their responsibilities of seeing that teachers of the deaf use the appropriate instructional media and materials with their students.

The "Multi-Media Learning Kit for Pre-Service and In-Service Teachers" was designed to assist the Bureau of Education for the Handicapped, U.S.O.E. in achieving their stated objectives for the National Network of Special Education Instructional Materials Center and the Regional Media Centers. The specific BEH and MRMCD objectives that this "Multi-Media Kit" attended to were:

BEH Objective

> To assure that all handicapped children served in the schools have sufficient trained personnel who are competent in the skills required to aid the child in reaching his full potential.

MRMCD Objective

> To assist BEH in achieving this objective by improving the media competencies of teachers, supervisory teachers, college educators who prepare teachers to teach the deaf, and media specialists who are on-the-job at schools for the deaf in the Midwest Region.

The examples contained in this "kit" illustrated a variety of uses for the following instructional media: overhead transparencies, slides, videotapes, Super 8mm movies, manipulative items, flash cards, and related handouts. Furthermore, these media examples represented many grade levels, ranging from pre-school through high school. The accompanying chart provides a breakdown of the examples by title and/or topic into the specific mediums and grade levels. For each item in this kit, there were suggestions for demonstration and utilization listed in the teachers' guide.

26/27

A MULTI-MEDIA LEARNING KIT FOR PRE-SERVICE AND IN-SERVICE TEACHERS

	MANIPULATIVE	SLIDES	VIDEOTAPE	SUPER 8MM	TRANSPARENCY	RELATED HAND-OUTS/FLASH CARDS
PRE-SCHOOL	Mobile -- Language through Matching	A Field Trip to the Airport			Comparative adjectives Prepositions	How Learners Can Plan Field Trips Through Visuals
PRIMARY K-3		Expressions/ Feelings		Math -- Intersection of Sets (animation)	Transportation	Language Through Content Units - Transportation
INTERMEDIATE 4-6	Play money	Fun with Money	Reading and Speechreading Techniques		Math Story Problem	
JUNIOR HIGH		Creative Writing		Motion (MRMCD Production)		Variations on Visual Sequencing for Creative Writing
HIGH SCHOOL	Checking Account Game	Keeping a Checkbook and Register Sheet	Teacher-Training Situations	Bathing a Baby	Writing Business Letters	

It was clearly emphasized, however, that these media examples did not illustrate the only ways in which instructional materials could be used with the hearing impaired. This prototype "Multi-Media Learning Kit" was intended to be a resource media file for college educators and supervisory personnel to draw upon in helping pre-service and in-service teachers to become aware of the media potential in education of the hearing impaired. Furthermore, this "kit" was designed only as a "starter" resource file and was constructed to allow individual educators to supplement it with additional media examples.

In addition, it must be clarified that the prototype "Multi-Media Learning Kit for Pre-Service and In-Service Teachers" was intended for field test purposes. This pilot effort was designed to be used by supervisory personnel and college educators in education of the deaf who had attended the appropriate media-training conferences conducted by the Midwest Regional Media Center for the Deaf. These were prototype materials and needed some guidance and field testing prior to final product development. The participants in the media-training conferences were expected to utilize these "kits" in their own educational program and provide the necessary feedback for modification of these materials. After appropriate modification, this "Multi-Media Learning Kit" will be submitted to the National Center on Educational Media and Materials for the Handicapped at Ohio State University to be considered for possible national distribution.

SUMMARY

The major objective of the MRMCD was SERVICE to those educators of the deaf within the twelve-state region. This was done primarily through a pre-service and in-service instructional media program. The success of this instructional program was based on the fact that the MRMCD accomplished the following:

1. Developed a network of participants at all the professional educational levels in which continual communication was maintained via a total program of services:
    a. Institutes
    b. Workshops
    c. Consultation
    d. Conferences
    e. Symposia
    f. Distribution of instructional media
    g. Correspondence
    h. Mass mailings of "flyers", brochures, and other pertinent information

2. Maintained continuity of the total media program by coordinating specific services and emphasizing a set of purposes that carried over from year to year.

The experiences of the Midwest Regional Media Center for the Deaf in pre-service and in-service education demonstrated that one of the essential elements for successful implementation of media in the schools was to have a "cluster" of leaders within individual school programs which included teachers, supervisors, administrators, media specialists, sutdent-teachers, new teachers and college training personnel. Thus, the MRMCD attempted to have a "cluster" of leaders at all the professional levels within each school, who were not only cognizant of media development, but also working as a potent leadership group in terms of implementing media for hearing impaired learners.

RESULTS

Institutes, Workshops, and Consultant Services

From September 1966 to August 1974, the instructional media program of the Midwest Regional Media Center for the Deaf served over 2,300 educators of the hearing impaired. These educators acquired skills in the design, development, and utilization of educational media for the deaf.

1. MRMCD Media Institutes/Conferences

a.	Classroom teachers	254
b.	Supervisory personnel	105
c.	Media specialists	60
d.	College educators	85

2. MRMCD Media Workshops

a.	Teachers and support personnel	1,639
b.	Student teachers	220
		2,363

In 1972, the MRMCD completed a "Six-Year Evaluation Report" which analyzed the instructional media program and services in detail. The data in this report show that as of August 1972, the MRMCD programs had reached about 70% of the educators for the deaf within the MRMCD region. In addition, follow-up questionnaires revealed that the majority of past participants were implementing media in their respective educational programs. Of the classroom teachers who attended the summer media institutes, 55% indicated that they were involved in both formal and informal activities to improve the use of instructional media in their entire school program. For supervisory personnel, 84% indicated they were implementing media in their programs, while for college educators, the figure was 88%. For specific details on this data, one should refer to the "Six-Year Evaluation Report" in Appendix B.

As a result of the 1972 evaluation report, the Midwest Regional Media Center for the Deaf intensified their instructional efforts to serve educators of the deaf. Thus, from September 1972 to August 1974, a total of 823 educators participated in an MRMCD instructional media program, an average of 412 per year. This is in contrast to the six years preceding September 1972 which averaged 257 participants.

In addition, the demand for the MRMCD instructional media programs increased during the 1972-1974 period. For example, as indicated in Figure 1, the inquiries regarding the 1972 Summer Educational Media Institute exceeded 220, while for the 1973 summer program there were over 300 requests for information. Inquiries were received from educators of the deaf in all 50 states, as well as Guam, Puerto Rico and several foreign countries. The backlog of applications increased each year for this summer program that could serve only 30 teachers annually. The other MRMCD Media Institutes and Workshops for supervisors, college educators, media specialists, and teachers also had more applicants than could be accepted.

INQUIRIES FOR THE SUMMER EDUCATIONAL MEDIA INSTITUTES FOR TEACHERS OF THE DEAF

Midwest Regional Media Center for the Deaf
University of Nebraska - Lincoln

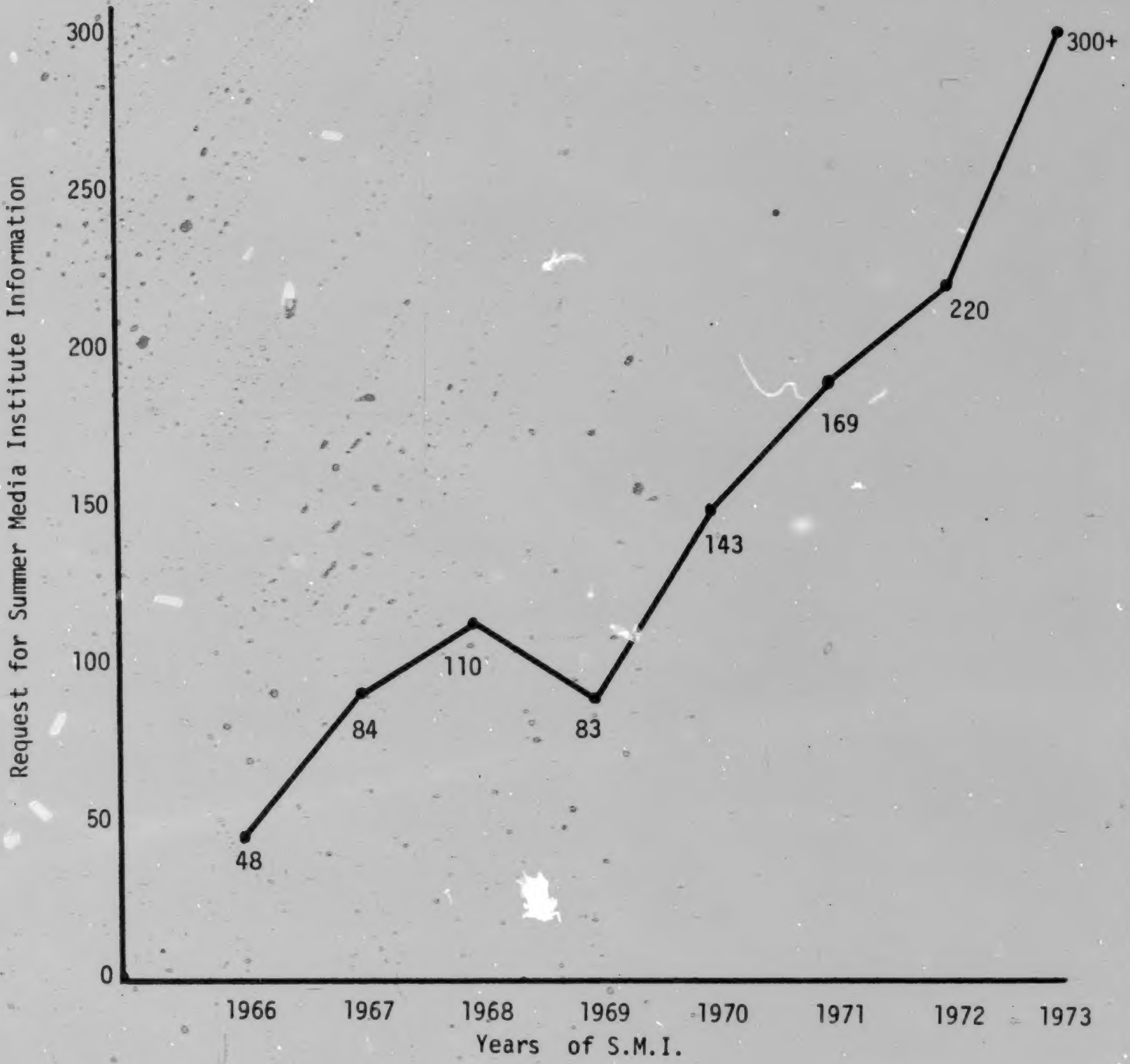

FIGURE 1

CONCLUSIONS AND RECOMMENDATIONS

Institutes, Workshops and Consultant Services

In regard to the data presented in the preceding Results Section and the "Six-Year Evaluation Report" (Appendix B), the following conclusions may be drawn concerning the instructional programs and services of the Midwest Regional Media Center for the Deaf:

1. Through institutes, workshops, and conferences, instructional media training was provided to the majority of educators who served hearing impaired children within the MRMCD twelve-state region.
2. The majority of these educators (teachers - 55%, supervisors - 76%, college educators - 88%) utilized their acquired media skills in their respective instructional programs.
3. The demand from the field for the MRMCD type of instructional media training programs was increasing.
4. The data available on media was primarily concerned with the aspects of training, distribution, and utilization. (Very little data was obtained regarding the impact of media on hearing impaired children's learning achievement due to the complexity of the task, limited staff time, and the lack of resources.)

The following recommendations are offered for consideration as a result of the MRMCD's eight years of media experience:

1. Considerable effort in terms of staff and resources should be allocated to research the impact of appropriately designed media on the learning achievement of hearing impaired children.
2. Data should be obtained at various educational levels (pre-school through college) on how hearing impaired students interact with the various formats of instructional media.
3. Close contact with educators in the field should be maintained through a comprehensive media training program which consists of (a) independent study media coordinated with (b) an institute program.

4. The MRMCD strategy of providing instructional media training and materials to a "cluster" of leaders (teachers, supervisors, media specialists, and administrators) within each school should be continued. Without these leadership clusters, it will be difficult to accomplish changes in the use of instructional media in any specific school for the deaf.

5. The instructional media training of new teachers of the deaf in the universities and colleges should be given a high priority.

INSTRUCTIONAL MATERIALS PRODUCTION AT THE MIDWEST REGIONAL MEDIA CENTER FOR THE DEAF

Since its inception in 1966, a major activity for the Midwest Regional Media Center for the Deaf was the production of instructional materials. One of the first activities was to design and produce, with Dr. Frank Withrow (then of the Illinois School for the Deaf) a series entitled Noun Vocabulary Films. From 1966 until the present, during each year of the Project, the Midwest Regional Media Center undertook one or more specific projects. A report of the many productions that have been done at the Midwest Regional Media Center can be found in Appendix C. The information in the Appendix includes the number of films that were produced, their length, and information as to their objectives and purpose.

The principal rationale for production at the Midwest Regional Media Center was to design highly mediated materials to demonstrate new and innovative instructional ideas. A great percentage of this production was experimental. The materials that were produced by the Media Center were field tested in one form or another, and when the ideas proved successful, the materials were forwarded to Media Services and Captioned Films for duplication and mass distribution.

While designing innovative instructional materials that could be demonstrated to classroom teachers to exhibit the usefulness of media in the instructional environment was the major, underlying goal of a considerable amount of MRMCD productions, there were several sub-goals which were articulated through the proposals and through the information disseminated to teachers of the deaf by the Project. Another goal of the Project since its inception was to design materials in the format of 8mm films. It was intended that the Midwest Regional Media Center for the Deaf produce materials which would demonstrate the usefulness of this media form in the classroom. A second underlying goal was to design materials which would provide independent study opportunities for children.

Through an evolution of approach to the design of instructional materials, the Midwest Regional Media Center changed its methodologies and approaches as time went on. The goal of designing materials strictly in the 8mm format was expanded to include a variety of instructional media that could be used to teach a given concept. It was found, after some experience, that different types of media were more useful according to the instructional strategy that was designed for the task that the child was to be given. Most of the projects that were designed by the Media Center did not rely strictly on the use of a single film to teach the concept under consideration; instead, materials were designed in the instructional program format in workbooks; slides were often used, as were transparencies and other forms of media including flash cards, Language Master cards, etc.

The design methodology used by the Media Center at the conclusion of its work was considerably different than that which had been used at the beginning. In the early Project, a major goal was to design materials that were primarily of an innovative nature. These films were primarily for demonstration purposes, to be used in the instructional effort of the MRMCD, and were expected to help teachers find new ways to use media in the classroom. Later in the Project, the notion of designing innovative materials was given less emphasis; instead, materials were designed to provide direct instruction in the classroom. Thus, in the early days of the Project, the "innovative goal" suggested that the

Center contact a number of individuals who were involved in designing materials which could be used to help change teaching methods, whereas in the latter part of the Project, the goal was to design instruction which could be helpful to teachers according to the needs they felt should be met.

In the early Project, productions usually began with a contract between the MRMCD and an individual in deaf education who was designing materials that were thought to be worthwhile. Determination of what was "worthwhile" generally came from the Media Services and Captioned Films branch of BEH and the administrative staff of the MRMCD. The procedure that was followed during this time was that a topic would be selected, either by the MRMCD staff or through contact with consultants or an innovator, that would meet criteria set by Media Services and Captioned Films in terms of grade level and the eventual intent of the materials. The innovator would produce a script to be used for the film, the materials would be produced, and Media Services and Captioned Films was expected to take the materials from that point and distribute them. This was the pattern that was used for the Vocabulary Speechreading Films produced by Dr. Withrow and the Cued Speech Films produced by Dr. R. Orin Cornett of Gallaudet College. By the second year of the Project, the staff became interested in producing innovative materials of their own. A set of experimental films was produced, which were designed to teach prepositions and verbs. For this project, the staff would input creative ideas in a conference situation; a script would be written, and the materials would then be produced. The staff would then critique and revise the materials after they were produced according to their standards and criteria.

Designing materials by the two methods noted above usually led to the production of a set of materials which were not directly acceptable for

38

instruction in the classroom. To be sure, the Noun Vocabulary Films have been used to a considerable extent by many schools for the deaf; however, there were many criticisms of the films, usually based on the fact that teachers did not perceive a need for the materials as did the individual who had designed them. As a first step in meeting the problem of designing materials that would be acceptable in the classroom, the Media Center attempted to use a wider number of consultants and classroom teachers to help with the design of materials. After the experimental films had been produced, the Midwest Regional Media Center was asked to move into a different area by Dr. John Gough of Media Services and Captioned Films. Dr. Gough requested that we move from producing materials for the primary grades, and for specific innovators, and begin to produce materials for the high school level. In this instance, the Media Center staff chose the topics and used consultants as necessary to confirm that the topics were of some worth to deaf education. The staff would then hold conferences to develop further information and behavioral objectives for the materials. An individual on the staff would then be assigned to develop the script and additional products, such as programmed instruction or booklets to go along with the films. The staff would then critique the final product and the product would be sent to a school for a try-out. When this work was completed, Media Services and Captioned Films would be notified that the materials were available for distribution. The Aerospace series and a product titled "Mary S. McDowell--Film Study Project" were produced in this manner, as well as the series known as the Dialogue Films.

By the time these materials had been produced, the staff had begun to recognize the inability of a small number of consultants to provide meaningful and relevant information in regard to the classroom situation. It became more and more apparent that a wider number of individuals must be included in the determination of content and media design, in order that the materials be acceptable for classroom use. To be sure, innovative ideas could be included in the design of the materials, but first the major consideration was that the materials must find a home in the classroom.

In the later Project, the methods were changed in terms of procedures for designing and producing materials. It became apparent that the design of materials in the 8mm format was much too confining; indeed, earlier approaches to the design of materials were not taken with the single format of 8mm strictly in mind. In the later Project, materials were designed in a multi-media format, or materials were produced as necessary in terms of the instructional task that was defined. Also, the staff began to move away from producing materials strictly on their own intuition and began to use consultant committees to help with the definition of the instructional tasks to be mediated. The most recent product that was produced by the Midwest Regional Media Center was accomplished in this way. In addition to the consultant committee, a survey was also made of teachers of the deaf (100 random sample) to determine if the ideas and tasks, as defined by the consultant committee, met with the approval of the teachers and were seen to be of some worth to those who would eventually use them in the classroom.

Therefore, in the later Project, an instructional design process was instituted to specify content, objectives and strategies. The staff now began to work in a more specific and well-defined way to define the content and audiences for which materials were intended, as well as defining exactly the instructional task that was the intent of the materials. In short, the staff moved from a position in the early stages of the Project where the instructional product was the major outcome sought, to a point where specific instructional goals were the outcome to be desired.

In the early stages of the Project, the process of evaluation of the usefulness of the materials was generally left to the innovator or the individual with whom the MRMCD had contracted to produce materials. As the Project progressed, however, it became *very* apparent that the evaluation process was an important part of the design of instructional materials. By the time the Project had reached its middle and later stages, the materials that were produced by the MRMCD were developmentally tested in the classroom to insure that they would be workable and attractive to teachers when they were finally placed in a distribution network.

It can be seen from the foregoing discussion that the methodology of production at the MRMCD changed markedly from the early to the latter stages. In the early stages of production a very few people were relied on as authorities to insure that the materials would be usable in the classroom. In the latter stages of the Project it was apparent that as many teachers as possible should be included in the design and evaluation stages of production. At this point in time, the MRMCD is relying on a thorough-going instructional design process to assess needs, to design relevant materials, and to field test and validate their usefulness.

RESULTS

Instructional Materials Production at the Midwest Regional Media Center for the Deaf

The tangible outcome of the production effort at the MRMCD has been a number of tested classroom products that are today being disseminated through the National Audiovisual Center or Media Services and Captioned Films. In addition to these products, however, the Project has gained experience and information in regard to learner characteristics of the deaf, problems involved in placing innovative materials in the classroom, and methods of producing worthwhile educational materials. Along with this experience base, the MRMCD has also compiled information on a variety of products that have been used in the classroom. Information has been gathered relative to the Noun Vocabulary series, the Aerospace program series, the Mary S. McDowell program, the Dialogue series and the Total Communications kit.

This experience has resulted in the formulation of a method of systematically designing instruction which has been used and tested to produce materials for the hearing impaired.

Although the MRMCD derived a workable design system that allowed the Center to produce quality materials, a number of questions still remain in regard to the production of materials and theutilization of media in the classroom for the hearing impaired. These questions must be attended to in the near future to derive an improved design. There remains a question in regard to the pattern of media utilization in the schools, particularly in terms of the equipment and formats that are being used in classrooms. Also, there is the question of the role of the school media center and its relationship with teachers in the schools and its contact with agencies which are outside the school.

The reader is referred to Appendix C for a review of the number of products which have been produced by the MRMCD.

CONCLUSIONS AND RECOMMENDATIONS

Instructional Materials Production at the Midwest Regional Media Center for the Deaf

The Midwest Regional Media Center produced a large quantity of quality programs which were eventually released to the education of the deaf. As mentioned in the early section of this paper, the goals of the Center were (1) to promote independent study; (2) to promote the use of 8mm films; (3) to promote the increased use of educational media in the classroom; and (4) to provide quality materials.

From the results of a recent study, which was instituted and carried out by the Midwest Regional Media Center, it is clear that we did promote the use of educational media in the classroom, and that 8mm film is being used in about the same amount as television and 35mm slides. There is some ambiguity in the study, however, since many of the materials that are currently being used in the classroom are teacher-prepared and produced and not necessarily those which have been produced by the MRMCD or commercial producers. What is of greatest relevance in this question has to do with the way teachers perceive media relevant to their teaching. It is apparent that media in many formats has been accepted in the schools, but we are still not sure of the methods teachers use to prescribe independent or large-group study, nor are we yet sure of the methods teachers use to determine when activities should be teacher-directed or student-directed. An information base needs to be developed in regard to the way teachers perceive the utilization of media in the classroom and the kind of information they require in order to obtain media for specific purposes.

One major problem at the Midwest Regional Media Center was the development of an effective delivery system to place materials in schools. In the early days of the Center there was no intermediate agency which was capable of taking materials and disseminating them to the groups for which they were most appropriate. Most recently, the development of the National Center has permitted a better method of placing materials; however, it is still not a systematic procedure such as has been proposed for the new network beginning in 1974. It is anticipated that the institution of the new network will improve this problem to a considerable extent.

Another problem, which has been alleviated due to the commitment of the Center to an effective instructional design system, is concerned with the involvement of too few people in making content and media decisions for the hearing impaired. However, what remains is to develop a more effective design procedure with attention to the full system which eventually will be developed to deliver materials to the classroom and which will permit adequate input from a variety of learners and teachers in order to set content and priorities for materials that need to be developed.

In addition to the systems design procedures that have been instituted at the Midwest Regional Media Center and which will be part of the new network, it is recommended that those agencies undertaking to develop media for specific learning populations be directly involved in instructional product research. A variety of problems need to be addressed and information needs to be developed as to the needs of learners in the classroom and the methods teachers use in prescribing media and in obtaining media for specific learners in their schoolroom. Toward this end, a thorough needs assessment is required, a systematic approach must be followed to examine all the components of the system involved, and a delivery system which insures that useful materials are developed for specific populations must be instituted. The development of instructional products must be an integral part of the instructional program for the deaf. If the instructional media components are wisely designed, this can become possible, but not without consideration of the entire system involved. Network efforts in the past have all too often isolated work elements that must be accomplished in order to provide quality materials for the hearing impaired. In the future, a broader overview must be taken so that the entire system is not left to chance or to agencies which, in the final analysis, do not see their role as being part of the system. Accountability must be a strong element in the new system, so that each part and each agency cooperates to provide the best possible results for the learner in the classroom.

SYMPOSIA

A national Symposium on Research and Utilization of Educational Media for Teaching the Deaf was held yearly beginning in 1965. These Conferences were designed for administrators, supervisors and directors of programs for the deaf from across the entire U.S. Each year a single topic of current relevance was chosen as the focal point of these three-day sessions. The yearly attendance at past March or April Symposia averaged over 200 persons.

Once a Symposium topic was chosen, usually in September, speakers were then secured to present mediated demonstrations of their work which visually expanded the subject under scrutiny. To assure equivalent entering behavior (knowledge) in participants on the yearly topic, speakers were also required to write a paper concerning their presentation. This document was then duplicated and sent to all participants prior to the Symposium. During the actual three-day conference, speakers could then give their mediated demonstrations and delve into the topic even further than their introductory papers had done.

In planning the format for this conference, all speakers gave their demonstrations/explanations in large group sessions with all participants in attendance. However, to facilitate discussion of each person's presentation, small group interaction sessions were also scheduled so that speakers and participants could meet in "conversation"-size groups to go even more extensively into subjects.

47

As a permanent record of Symposium proceedings, a final report was compiled following each conference. It contained each of the speaker's papers, a recap of all small group discussion sessions and a listing of participants. Each person who attended the Symposium was sent one of these reports. Additional distribution of the final Symposium report was through the American Annals of the Deaf. Initially, the report was printed in its entirety as the November issue. However, in 1970, the Annals began printing the final Symposium report as a special October issue. Past Symposium topics and their corresponding Annals issues follows:

1965 - An Overview of Audiovisual Research Effecting Deaf Education ... American Annals of the Deaf; Vol. 110, No. 5, November, 1965

This was a conference to gain an overview of the extent of application of educational media and technology in the education of the deaf. A wide range of topics and demonstrations were presented, including filmstrips, sound filmstrips, programmed instruction, 8mm films, television, and computer-assisted instruction.

1966 - Systems Approach in Deaf Education ... American Annals of the Deaf; Vol. 111, No. 5, November, 1966

The systems approach in education has reached a point of significance. This conference took a look at the application of the systems approach to the education of the deaf. The concepts explored included the three relationships that teachers may have with media. These are: (1) being a teacher without media, (2) being a teacher with media, and (3) being a teacher within media. The papers and demonstrations gave examples of these three relationships. These presentations are still timely today.

1967 - The Educational Media Complex ... American Annals of the Deaf; Vol. 112, No. 5, November, 1967

The Educational Media Complex was an all inclusive topic discussing the Instructional Materials Center. The merging of library and audiovisual resources into one facility is occurring in schools for the deaf in a manner similar to what is happening in general education. National authorities in library science and audiovisual education gave the presentations and demonstrations. The duties of the librarian/media specialist were defined and the standards for equipment were outlined.

1968 - Designing Instructional Facilities for Teaching the Deaf: The Learning Module ... American Annals of the Deaf; Vol. 113, No. 5, November, 1968

A most interesting conference was the one on the design of instructional facilities. A look was taken at the design of a classroom which is to be used for teaching deaf students. How do you make special adaptation of a classroom when the students using the room have lost their hearing? Both architects and educators of the deaf made presentations. The Seniors in the School of Architecture, University of Nebraska - Lincoln, presented model classrooms which were part of their year's assignment.

1969 - Individualizing Instruction for the Deaf Student ... American Annals of the Deaf; Vol. 114, No. 5, November, 1969

A significant topic is the individualization of instruction.

How do you plan for individual needs? This conference explored the use of educational media and technology in individualizing instructional programs. Both the addresses and the mediated demonstrations were most informative.

1970 - Communicative Television for the Deaf Student ... American Annals of the Deaf; Vol. 115, No. 6, October, 1970

The word "communicative" in this title implies that television is more than a receptive channel for the deaf. It is also a means of communication. It enables the sender and receiver to be face to face and it allows for an interpreter to be in the scene. This conference explored broadcast television, closed-circuit television, and videotape recordings. Several videotape demonstrations were included.

1971 - Programmed Learning for the Deaf Student ... American Annals of the Deaf; Vol. 116, No. 5, October, 1971

Programmed Learning offers great potential for the deaf student because it enables him to become an independent learner. Often our instructional methods teach dependence at a time when we are striving for handicapped students to become independent. This conference directed its attention to the principles of programming as they would apply to the education of the deaf.

1972 - Affecting the Human Potential of the Deaf Student: Another Role for Educational Media ... American Annals of the Deaf; Vol. 117, No. 5, October, 1972

The whole area of the affective domain is a critical one for the deaf learner. This domain deals with emotions, feelings, values and attitudes -- most difficult topics to teach. It has been observed that educational media provide a way to view and study these actions and reactions in other people and can serve as a springboard for discussion and interpretation. This conference was devoted to an examination of the potential of educational media in the affective domain.

1973 - Career Education and Educational Media for the Deaf Student ... American Annals of the Deaf; Vol. 118, No. 5, October, 1973

One of the major areas in the education of the deaf is career education. One of the major contributions of educational media and technology is in career education. Learning job skills can be taught in many ways, but most ways will include some form of media. Career guidance and counseling often also involve media. The major areas in career education were explored in depth at the conference and the resultant application of media.

1974 - Update '74: A Decade of Progress ... American Annals of the Deaf; Vol. 119, No. 5, October, 1974

This was the tenth anniversary symposium. This was a time to look back at the major presentations for the past nine years, cull from these symposia the best, and ask that these presentations be updated. All the presentations at this conference were highlights and covered a comprehensive range of topics and demonstrations. A special feature of this Symposium report is a ten-year index which includes all previous reports.

A roster of all symposia speakers, their topics and demonstrations, appears in Appendix D.

Each three-day symposia was jointly sponsored by the Midwest Regional Media Center for the Deaf, the University of Nebraska's Department of Educational Administration and supported by Media Services and Captioned Films, BEH.

RESULTS

Symposia

For the tenth annual Symposium a survey was conducted of the past participants who have attended this special conference for administrators and supervisors. An attempt was made to determine the influence that the Symposia have had on the local programs. The results are tabulated for your information.

Objective of Survey:

Determine the extent of media utilization, and emphasis of educational program, of all individuals who have attended past Symposia, and who are working directly with hearing impaired children within a regular educational program.

Survey Population and Analysis:

All past Symposia participants who, based on judgments about title and address, appear to be working directly with hearing impaired children within a regular educational program.

Total number of past participants = 443

A preliminary draft of the Survey was prepared and mailed to twenty randomly-selected past participants who were teaching in either of two residential schools within the Midwest Region. Therefore, the total number of individuals who received the survey was 423. (443 - 20 = 423)

The response rate for the Survey is:

255	valid responses
8	invalid responses
33	inaccurately addressed and returned
296	or 71.3%

All valid returns were converted to IBM cards and submitted to a computer program titled Statistical Package for the Social Sciences. This program is part of the general statistical library of the Lincoln Computing Facilities located at the University of Nebraska - Lincoln.

Note: All percentages based on only those responding to question.

Question 1:

Which of the following Symposia on Research and Utilization of Educational Media for Teaching the Deaf, University of Nebraska-Lincoln, have you attended?

(Please check all that you have attended.)

8.3% 1965—An Overview of Audiovisual Research Affecting Deaf Education
9.1 1966—Systems Approach in Deaf Education
12.1 1967—The Educational Media Complex
16.8 1968—Designing Instructional Facilities for Teaching the Deaf: The Learning Module
22.0 1969—Individualizing Instruction for the Deaf Student
22.4 1970—Communicative Television for the Deaf Student
28.0 1971—Programmed Learning for the Deaf Student
20.7 1972—Affecting the Human Potential of the Deaf Student
37.1 1973—Career Education and Educational Media for the Deaf Student

Question 2:

In your opinion, indicate the average degree to which all of the Symposia you have attended were "practical."

(Check only one.)

16.7% Extremely practical: I was able to apply much to my own program.
64.1 Quite practical: I was able to apply several ideas aand concepts to my own program.
17.7 Somewhat practical: I was able to apply only a few ideas and concepts to my own program.
1.4 Not practical: I was not able to apply any ideas or concepts to my own program.

Question 3:

A. Do you have an Instructional Materials/Media Center (IMC) in your local school program?

84.6% Yes 15.4% No

(If your answer was "No," go to Question 4.)

B. If "Yes," approximately what year was this IMC established?

(Check only one.)

2.2% 1957 or before
15.0 1958–1965
33.9 1966–1968
32.8 1969–1971
16.1 1972–present

Average year: 1967

C. How many trained media specialists are working in the IMC in 1974 as compared to 1964?

Full time 1974	Part time 1974	(Check one)	Full time 1964	Part time 1964	(Check one)
17.8%	68.8%	none	85.7%	93.1	none
42.2	20.2	1	8.6	7.9	1
14.6	8.1	2	2.9	0.0	2
13.0	1.2	3	0.6	0.0	3
5.9	1.2	4-5	1.7	0.0	4-5
3.8	0.0	6-7	0.6	0.0	6-7
0.0	0.0	8-10	0.0	0.0	8-10
2.7	0.6	11 or more	0.0	0.0	11 or more

(If your answer was "None" in all cases, go to Part E.)

D. For only those programs having a Media Specialist(s), what services do they perform?
(Check as many as are appropriate.)

72.4% drawing and/or lettering charts and posters
88.8 making transparencies for the overhead projector
85.2 making photographs and slides
56.6 making 8mm movies
79.7 making videotapes
20.3 writing programmed learning materials
14.3 assisting with computer assisted instruction
75.8 assisting in the design of instructional materials
79.7 assisting in the selection of materials for use in teaching/learning process
87.9 delivering equipment as needed
84.6 assisting in the selection of materials for purchase
87.9 processing, cataloging and classifying materials
19.2 other: ____________________

E. What learning materials does your IMC have at this time?
(Check all that apply.)

81.9% books
78.9 periodicals
92.5 pictures
99.5 filmstrips
93.5 slides
62.3 audiotapes
80.9 videotapes
98.5 overhead transparencies and/or masters
70.4 16mm motion pictures
81.4 8mm motion pictures—loop cartridges
57.8 8mm motion pictures—reel to reel
63.3 newspapers
17.1 other: ____________________

Question 4: (This series deals with the emphasis of your educational program)

A. Please rank the following list of educational trends from the perspective of your opinion as you consider your school program for the hearing impaired learner. (A ranking of "1" is considered the highest while a ranking of "8" is considered least important. If your program is not using any one of these trends, please mark "9" for that item.)

3 Programmed instruction (either teacher-made or commercially prepared)
8 Computer assisted instruction (where you have active computer terminals)
4 Instructional television (where teachers and/or media specialists are using television for: behavior observation; learning program development; and/or closed circuit telecasting)
1 Teacher and/or media specialist-prepared mediated learning programs (where using one or more media, e.g., slides, 8mm films, transparencies, print, etc.)
5 Systems Approach to curriculum design (where you use: behavioral objectives; criterion reference testings; pilot testing; flow chart for work completion)
6 Child-prepared mediated materials as demonstration of feelings and attitudes
7 Career education curriculum materials in the elementary level program
2 Independent/individualized instruction using a variety of materials, i.e., a multi-media approach

B. From among the following list of educational trends, please mark only the three (3) most important areas which you believe your school program for the hearing impaired will be emphasizing three to five years from now. (Place a "1" for the most important, "2" for the second most important, and "3" for the third.)

5 Programmed instruction (either teacher-made or commercially prepared)

7 Computer assisted instruction (where you have active computer terminals)

4 Instructional television (where teachers and/or media specialists are using television for: behavior observation; learning program development; and/or closed circuit television)

2 Teacher and/or media specialist prepared mediated learning programs (where one or more media, e.g., slides, 8mm films, transparencies, print, etc.)

3 Systems Approach to curriculum design (where you use: behavioral objectives; criterion reference testings; pilot testing; flow chart for work completion)

8 Child-prepared mediated materials, as demonstration of feelings and attitudes

6 Career education curriculum materials in the elementary level program

1 Independent/individualized instruction using a variety of materials, i.e., a multi-media approach

Question 5:

A. Considering all of the educational program's instructional activities for the hearing impaired, what percent of the instruction is being accomplished with programmed instructional materials?

(Check only one.)

8.2% none
31.2 1-5%
24.2 6-10%
15.2 11-15%

6.1% 16-20%
9.5 21-25%
4.8 26-30%
0.9 31% or more

Average use is
10.6%

(If "None," go to Question 6.)

B. Approximately what year did one or more of the teachers in your educational program begin using programmed learning materials as a significant technique for instruction?

(Check only one.)

1.0% 1957 or before
4.3 1958–1965
18.1 1966–1968
52.9 1969–1971
23.3 1972–present

Average year: Fall, 1969

Question 6:

A. Considering all of the educational program's instructional activities for the hearing impaired, what percent of the instruction is being accomplished with computer assisted instruction?

(Check only one.)

83.1% none
9.8 1-5%
1.8 6-10%
3.6 11-15%

1.3% 16-20%
0.0 21-25%
0.4 26-30%
0.0 31% or more

Average use is
16.0%

(If "None," go to Question 7.)

B. Approximately what year did one or more of the teachers in your educational program begin using computer assisted learning materials as a significant technique for instruction?

(Check only one.)

0.0% 1957 or before
0.0 1958–1965
0.0 1966–1968
47.3 1969–1971
52.6 1972–present

Average year: Spring, 1971

Question 7:

A. Estimate the average percent of instructional time in which the instructional staff use transparencies with overhead projection for teaching/learning purposes for the hearing impaired.

(Check only one.)

0.0% none
16.4 1-10%
14.6 11-20%
17.3 21-30%
16.8 31-40%
9.3% 41-50%
11.9 51-60%
7.5 61-70%
6.2 71% or more

Average use is
33.2%

(If "None," go to Question 8.)

B. From among the instructional staff who are using transparencies with overhead projection, approximately what year did they begin using them as a major instructional technique?

(Check only one.)

1.4% 1957 or before
14.7 1958–1965
44.2 1966–1968
35.5 1969–1971
4.1 1972–present

Average year: Spring, 1967

(__ __ __, __, __)
MRMCD Use Only

Question 8:

A. Estimate the average percent of instructional time in which the instructional staff use color 2" by 2" slides for teaching/learning purposes for the hearing impaired.

(Check only one.)

13.2% none
54.6 1-5%
18.1 6-10%
6.6 11-15%
4.4% 16-20%
2.2 21-25%
0.4 26-30%
0.4 31% or more

Average use is
6.2%

(If "None," go to Question 9.)

B. From among the instructional staff who are using 2" by 2" slides, approximately what year did these teachers begin using them as a major instructional technique?

(Check only one.)

3.7% 1957 or before
5.8 1958–1965
22.5 1966–1968
46.1 1969–1971
22.0 1972–present

Average year: Fall, 1968

Question 9:

A. Estimate the average percent of instructional time in which the instructional staff use instructional television for teaching/learning purposes for the hearing impaired.

(Check only one.)

22.4% none
60.5 1-10%
9.2 11-20%
6.1 21-30%
0.4% 31-40%
1.3 41-50%
0.0 51% or more

Average use is
7.6%

(If "None," go to Question 10.)

B. From among the instructional staff who are using television equipment, approximately what year did these teachers begin using the equipment as a major instructional technique?

(Check only one.)

0.6% 1957 or before
2.2 1958–1965
14.0 1966–1968
46.9 1969–1971
36.3 1972–present

Average year: Spring, 1970

Question 10:

A. Estimate the average percent of instructional time in which the instructional staff use 8mm motion pictures for teaching/learning purposes for the hearing impaired?

(Check only one.)

14.4% none
56.3 1-5%
15.7 6-10%
7.4 11-15%
1.3% 16-20%
3.1 21-25%
0.0 26-30%
1.7 31% or more

Average use is 6.3%

(If "None," go to Question 11.)

B. If the instructional staff are using 8mm motion picture films for instructional purposes, approximately what year did they begin using them?

(Check only one.)

2.0% 1957 or before
6.1 1958–1965
26.5 1966–1968
45.9 1969–1971
19.4 1972–present

Average year: Fall, 1968

Question 11:

A. Estimate the average percent of instructional time in which the instructional staff use film strips for teaching/learning purposes for the hearing impaired.

(Check only one.)

0.0% none
26.6 1-10%
26.2 11-20%
19.4 21-30%
10.5% 31-40%
5.7 41-50%
11.4 51% or more

Average use is 22.2%

(If "None," go to Question 12.)

B. From among the instructional staff who are using film strips, approximately what year did these teachers begin using them as a major instructional technique?

(Check only one.)

21.3% 1957 or before
22.2 1958–1965
31.6 1966–1968
20.9 1969–1971
4.0 1972–present

Average year: Spring, 1964

Question 12:

A. Does your school program own, or have on loan basis, the "Project LIFE" instructional materials?

73.5% Yes 26.5% No

(If "No," go to Question 13.)

B. If you answered "Yes" to Part A, approximately what year did your school program purchase/receive the "Project LIFE" materials?

(Check only one.)

0.0% 1957 or before
0.0 1958–1965
8.6 1966–1968
68.1 1969–1971
23.3 1972–present

Average year: Spring, 1970

Question 13:

A. Estimate the average percent of instructional time in which the instructional staff use captioned films from Media Services and Captioned Films for teaching/learning purposes for the hearing impaired.

(Check only one.)

1.7% none
31.9 1-10%
32.3 11-20%
15.7 21-30%
7.4% 31-40%
3.9 41-50%
6.6 51% or more

Average use is 18.5%

(If "None," go to Question 14.)

B. From among the instructional staff who are using captioned films, approximately what year did these teachers begin using the materials as a major instructional technique?

(Check only one.)

6.8% 1957 or before
20.5 1958–1965
38.6 1966–1968
30.0 1969–1971
4.1 1972–present

Average year: Spring, 1966

Question 14:

A. How many buildings have been constructed during the last five (5) years for your educational program?

(Check only one.)

53.3% none
20.9 one
11.1 two
4.4% three
5.3 four
4.9 five or more

Average number of buildings is 2.2

(If "None," go to Part D of this Question.)

B. Did the architect spend time in the school program and visit the classrooms as well as talk with administrators and teachers?

(Check only one.)

24.2% no
10.1 1 to 3 hours
11.1 4 to 6 hours
6.1% 7 to 10 hours
2.0 11 to 15 hours
45.5 16 or more hours

Average number of hours: 8.9

C. What was the major educational plan of the building most recently constructed?

(Check only one.)

1.7% independent study
1.7 small groups (1-2)
5.1 large groups (3 or more)
21.4 flexible space
43.6 self-contained rooms
6.8% learning centers
3.4 educational technology
2.6 open school
13.7 others

D. Has your school remodeled any classrooms for use in teaching the deaf?

50.5% Yes
49.5% No

(If "No," go to Question 15.)

E. What was the major educational plan of the most recently remodeled classroom(s)?

(Check only one.)

6.8% independent study
6.8 small groups (1-2)
8.5 large groups (3 or more)
16.1 flexible space
26.3 self-contained rooms
13.6% learning centers
9.3 educational technology
5.9 open school
6.8 others

F. List any special and/or unique features concerning your buildings or classrooms in reference to media technology.

____

____

____

____

Question 15:

Which of the following job titles best describes your position?

(Check only one.)

12.1% Superintendent
15.6 Principal
15.6 Teacher
13.0 Media Specialist/Coordinator
4.3% Consultant
25.5 Supervisor/Coordinator
13.9 Other: ______________

Question 16:

Whether your program is elementary, secondary or post secondary, generally speaking, is your program a day school program or a residential program?

(Check one.)

43.5% day school
56.5% residential

Question 17:

How many teachers are there in your school program for the hearing impaired?

(Check one.)

7.0% 1 to 3 teachers
5.3 4 to 7 teachers
12.3 8 to 15 teachers
11.5 16 to 25 teachers
12.3 26 to 35 teachers
8.8% 36 to 45 teachers
11.9 46 to 55 teachers
13.2 56 to 75 teachers
17.6 76 or more teachers

Question 18:

Please indicate the academic levels offered within your school program for hearing impaired learners. (Check all that apply.)

48.9% Pre-school only
86.5 Primary level elementary (grades K, 1 and 2)
84.3 Intermediate level elementary (grades 3 and 4)
83.4 Upper level elementary (grades 5 and 6)
81.2 Junior high or middle school (grades 7, 8 and/or 9)
81.2 Senior high (grades 10, 11 and 12)
70.3 Rehabilitation program
15.3 Technical training program
16.2 Four-year college training program
1.7 Other: Please Specify ____________________

Question 19:

What type of organizational structure has your program generally emphasized during the 1973-74 school year?

(Check only one.)

81.7 self-contained classroom plan
18.3 open school plan
0.0 individualized/independent study plan
0.0 other ____________________

Question 20:

In your opinion, briefly describe the single most outstanding contribution which media (or educational technology) has made during the past ten years for the education of the hearing impaired child:

____

____

CONCLUSIONS AND RECOMMENDATIONS

Symposia

From the survey and from the many letters of praise received, it can be determined that the Symposium should be continued. The Symposia have made an impact at the local level and have served as a forum for administrators in their search for information about educational media and technology as it applies to the education of the deaf.

The conference should continue to be focused on a single topic. The format should remain the same -- a combination of large group presentations and small group discussions. The meeting location, the Nebraska Center for Continuing Education, has been most satisfactory. It's accommodations are excellent. Even the spring meeting date has proved to be an ideal time.

The crucial remaining factor is what agency should sponsor the conference. With the termination of the Midwest Regional Media Center for the Deaf, should the Symposium be sponsored by Media Services and Captioned Films directly or through the National Center for Educational Media and Materials for the Handicapped or through the new Specialized Office for the Deaf and Hard of Hearing? It is recommended that the Symposium be sponsored by Media Services and Captioned Films through the Specialized Office for the Deaf and Hard of Hearing.

APPENDIX A

Historical Overview Charts

Contract 1
Staff 2
Symposia 3
Institutes and Regional In-Service Programs 4
Productions 6

ITEM 1: CONTRACT

September, 1965 to August, 1966	September, 1966 to August, 1967	September, 1967 to August, 1968	September, 1968 to August, 1969	September, 1969 to August, 1970
1st Contract--"Project to Develop and Evaluate Instructional Media for Teaching the Deaf." Midwest Regional Media Center for the Deaf Contract Total: $160,046.19	2nd Contract-- Midwest Regional Media Center for the Deaf Contract Total: $194,723.69	3rd Contract-- Midwest Regional Media Center for the Deaf Contract Total: $250,387.62	4th Contract-- Midwest Regional Media Center for the Deaf Contract Total: $250,387.62	5th Contract-- Midwest Regional Media Center for the Deaf Contract Total: $269,188.15
September, 1970 to August, 1971	**September, 1971 to August, 1972**	**September, 1972 to August, 1973**	**September, 1973 to August, 1974**	
6th Contract-- Midwest Regional Media Center for the Deaf Contract Total: $309,762.73	7th Contract-- Midwest Regional Media Center for the Deaf Contract Total: $327,103.80	1st Grant-- Midwest Regional Media Center for the Deaf Grant Total: $315,511.00	2nd Grant-- Midwest Regional Media Center for the Deaf Grant Total: $315,000.00	

ITEM 2: STAFF

66/67

September, 1965 to August, 1966

1) Director--1/2 time
2) Assistant Director--4/5 time for 7 months
3) Secretary--1/2 time
4) Secretary--full time

September, 1966 to August, 1967

1) Director--3/4 time
2) Assistant Director--full time
3) Area Coordinator
4) Administrative Secretary
5) Project Secretary

September, 1967 to August, 1968

1) Director
2) Administrative Assistant and Area Program Coordinator
3) Assistant Director for Film Production
4) Instructional Materials Specialist
5) Administrative Secretary
6) Project Secretary
7) Graduate Assistant
8) Graduate Assistant

September, 1968 to August, 1969

1) Director
2) Assistant Director for Media Instruction
3) Assistant Director for Media Production
4) Media Production Specialist
5) Educational Media Specialist
6) Research Associate--full time
7) Research Associate--full time
8) Administrative Secretary
9) Project Secretaries
10) Graduate Assistant
11) Graduate Assistant
12) Graduate Assistant

September, 1969 to August, 1970

1) Director
2) Associate Director and Coordinator of Media Instruction
3) Assistant Director for Production
4) Media Production Specialist
5) Educational Media Specialist
6) Research Associate
7) Assistant to the Director
8) Curriculum Specialist
9) Librarian
10) Educational Media Specialist
11) Administrative Secretary
12) Accountant/Secretary
13) Project Secretary
14) Project Secretary
15) Part-Time Secretary
16) Graduate Assistant
17) Graduate Assistant

September, 1970 to August, 1971

1) Director
2) Associate Director and Coordinator of Instruction
3) Assistant Director and Coordinator of Production
4) Media Production Specialist
5) Media Production Specialist
6) Educational Media Specialist and Instructor
7) Assistant to the Director and Instructor
8) Librarian
9) Administrative Secretary
10) Accountant/Secretary
11) Project Secretary
12) Project Secretary
13) Project Secretary
14) Graduate Assistant
15) Graduate Assistant
16) Graduate Assistant

September, 1971 to August, 1972

1) Director
2) Associate Director and Coordinator of Instruction
3) Assistant Director and Coordinator of Production
4) Evaluation Specialist and Instructor
5) Research Associate and Evaluator
6) Media Production Specialist
7) Media Production Specialist
8) Assistant to the Director and Instructor
9) Librarian
10) Administrative Secretary
11) Accountant/Secretary
12) Secretary for Instruction
13) Secretary for Production
14) Receptionist
15) Intern
16) Graduate Assistant
17) Graduate Assistant
18) Graduate Assistant

September, 1972 to August, 1973

1) Project Director
2) Assistant Director and Coordinator of Production
3) Coordinator of Instruction
4) Assistant to the Director
5) Media Specialist (Graphics) and Instructor
6) Media Specialist (Photography) and Instructor
7) Media Specialist (Television) and Instructor
8) Media Specialist (Library) and Instructor
9) Research Associate
10) Administrative Secretary
11) Accountant/Secretary
12) Secretary for Instruction
13) Secretary for Production
14) Receptionist/Secretary
15) Graduate Assistant
16) Graduate Assistant
17) Graduate Assistant

September, 1973 to August, 1974

1) Project Director
2) Assistant Director and Coordinator of Production
3) Coordinator of Instruction
4) Assistant to the Director
5) Media Specialist (Graphics) and Instructor
6) Media Specialist (Photography) and Instructor
7) Media Specialist (Television) and Instructor and Research Associate
8) Field Coordinator and Instructor
9) Curriculum Specialist and Instructor
10) Media Specialist (Library) and Instructor
11) Secretary for Instruction
12) Secretary for Production/Receptionist
13) Secretary for Research and Appraisal
14) Accountant--part time
15) Graduate Assistant
16) Graduate Assistant
17) Graduate Assistant
18) International Rotary Exchange Teacher of the Year

68/69

ITEM 3: SYMPOSIA

September, 1965 to August, 1966	September, 1966 to August, 1967	September, 1967 to August, 1968	September, 1968 to August, 1969	September, 1969 to August, 1970
2nd Title: Systems Approach to Deaf Education	3rd Title: The Educational Media Complex	4th Title: Designing Instructional Facilities for Teaching the Deaf: The Learning Module	5th Title: Individualizing Instruction for the Deaf Student	6th Title: Communicative Television for the Deaf Student
September, 1970 to August, 1971	September, 1971 to August, 1972	September, 1972 to August, 1973	September, 1973 to August, 1974	
7th Title: Programmed Learning for the Deaf Student	8th Title: Affecting the Human Potential of the Deaf Student: Another Role for Educational Media	9th Title: Career Education and Educational Media for the Deaf Student	10th Title: Update '74: A Decade of Progress	

70/71

ITEM 4: INSTITUTES

September, 1965 to August, 1966	September, 1966 to August, 1967	September, 1967 to August, 1968	September, 1968 to August, 1969	September, 1969 to August, 1970
1st--Educational Media Institute for Teachers of the Deaf (Summer--6 weeks--30 participants)	2nd--Educational Media Institute for Teachers of the Deaf (Summer--6 weeks--30 participants)	3rd--Educational Media Institute for Teachers of the Deaf (Summer--6 weeks--30 participants) 1st--College Educators Institute (Pilot conference--Summer--2 weeks--10 participants)	4th--Educational Media Institute for Teachers of the Deaf (Summer--6 weeks--30 participants) 2nd--College Educators Institute (2 weeks--one in fall, one in spring--24 participants)	5th--Educational Media Institute for Teachers of the Deaf (Summer--6 weeks--30 participants) 3rd--College Educators Institute (2 weeks--one in fall, one in spring--20 participants) 1st--Supervising Teachers of the Deaf Institute (2 weeks--one in fall, one in spring--24 participants)
September, 1970 to August, 1971	**September, 1971 to August, 1972**	**September, 1972 to August, 1973**	**September, 1973 to August, 1974**	
6th--Educational Media Institute for Teachers of the Deaf (Summer--6 weeks--30 participants) 4th--College Educators Institute (2 weeks--one in fall, one in spring--21 participants) 2nd--Supervising Teachers of the Deaf Institute (2 weeks--one in fall, one in spring--24 participants) 1st--Media Specialist Institute (1 week in January--18 participants)	7th--Educational Media Institute for Teachers of the Deaf (Summer--6 weeks--30 participants) 5th--College Educators Institute (2 weeks--one in fall, one in spring--18 participants) 3rd--Supervising Teachers of the Deaf Institute (2 weeks--one in fall, one in spring--18 participants) 2nd--Media Specialist Institute (1 week in January--18 participants)	8th--Educational Media Institute for Teachers of the Deaf (Summer--3 weeks--30 participants) 6th--College Educators Institute (2 weeks--one in fall, one in spring--18 participants) 4th--Supervising Teachers of the Deaf Institute (2 weeks--one in fall, one in spring--18 participants) 3rd--Media Specialist Institute (1 week in January--18 participants) 1st--Educational Media Institute for Teachers of the Handicapped in the State of Nebraska (Summer--3 weeks--30 participants)	1st--College Educators Conference (modification of previous six college educators institute programs) -- one week in February--18 participants 1st--Supervising Teachers of the Deaf Conference (modification of previous four supervising teachers of the deaf institute programs) -- one week in February -- 18 participants 1st--MRMCD staff served as resource personnel for the 1974 Institute on the "Development of Instructional Materials" conducted by the Nebraska Department of Education, Special Education Section	

ITEM 5: REGIONAL IN-SERVICE PROGRAMS

September, 1966 to August, 1967	September, 1967 to August, 1968	September, 1968 to August, 1969	September, 1969 to August, 1970	September, 1970 to August, 1971
1st Area Program--initial field-testing and did in-service work at Iowa and Nebraska School for the Deaf plus Prescott (Lincoln) and the Omaha Hearing School. --Nebraska School for the Deaf, October, 1966. --Kansas School for the Deaf, February, 1967. --Iowa School for the Deaf, April, 1967. --South Dakota School for the Deaf, April, 1967. --North Dakota School for the Deaf, April, 1967.	Area Program expanded from field-testing and in-service of four schools to helping establish IMC's in each of the schools. Plus help to the ten states in our region. --The Central Institute for the Deaf, St. Louis, Missouri, Sept., 1967. --Special Education Dept., Minnesota Dept. of Educ., Minneapolis, Minn., October, 1967--they paid. --Indiana School for the Deaf, Oct., 1967. --Wisconsin School for theDeaf, Nov., 1967. --Special Educ., Chicago Public Schools, January, 1968. --Special Educ., Kansas City Public Schools, January, 1968.	New name for contract------------------- Regional In-Service Programs, six workshops specified. --Special Education, St. Louis, Fontbonne College, October, 1968. --Special Educ., Chicago, Jan., 1969. --Special Educ. for Illinois Supervisory Personnel, Nebraska Center, Jan., 1969. --Special Educ., Minnesota School for the Deaf, Faribault, February, 1969. --Special Educ., Ball State Univ., Muncie, Indiana, February, 1969. --Special Educ., Missouri School for the Deaf, Fulton, Missouri, April, 1969.	In-Service workshops reduced from six to four. --Northern Illinois Association for Handicapped Children, DeKalb, Illinois, October, 1969. --Kansas School for the Deaf, Olathe, Kansas, November, 1969. --St. John's School for the Deaf, Milwaukee, December, 1969. --Nebraska School for the Deaf, Omaha, Nebraska, February, 1970.	In-Service workshops now include 11 states, added Michigan. --Hope Haven School for Exceptional Children, Rock Valley, Iowa, October, 1970. --Illinois State University Special Education Dept., Normal, Ill., October, 1970. --Black Hawk Special Educ. District, Moline, Illinois, Nov., 1970. --Northwestern University Special Educ. Dept., Evanston, Ill., May, 1971.
September, 1971 to August, 1972	**September, 1972 to August, 1973**	**September, 1973 to August, 1974**	**September, 1973 to August, 1974**	
Contracted for five workshops. --North-Northwest Programs for Hearing Impaired Children, Des Plaines, Ill., October, 1971. --Region II Instructional Materials Center, DeKalb, Ill., Oct., 1971. --Illinois State University, Normal, Illinois, December, 1971. --Southwest Regional Workshop, Portage, Michigan, April, 1972. --Southwest Regional Workshop, Grand Rapids, Michigan, May, 1972.	Contracted for eight workshops. --University of Kansas Medical Center, Hearing & Speech Dept., Kansas City, Kansas, October, 1972. --Wisconsin School for the Deaf, Delavan, Wisconsin, Oct., 1972. --Michigan Dept. of Education, Spec. Educ. Services, East Lansing, Mich., Oct., 1972. --C.O.P. Intermediate School District, Indian River, Mich., Nov., 1972. --St. Paul Technical Vocational Institute Program for Deaf Students, St. Paul, Minn., Nov., 1972. --University of Nebraska, Interim Workshop for Students in Special Education, Lincoln, Nebr., Jan., 1973. --Woodhaven Learning Center, Columbia, Missouri, February, 1973. --Iowa Dept. of Public Instruction, Hearing Conservation Services, Des Moines, Iowa, March, 1973.	Contracted for twelve workshops. --South Dakota School for the Deaf, Sioux Falls, S.D., August, 1973. --North Dakota School for the Deaf, Devils Lake, N.D., Dept., 1973. --South Metro. Association Educ. Regional Association, Harvey, Ill., Sept., 1973. --Williamson Co. Spec. Educ. District, Marion, Ill., October, 1973. --Division of Spec. Educ., Lansing, Mich., October, 1973. --Cincinnati Area Teachers of the Hearing Impaired, Cincinnati, Ohio, Oct., 1973. --Wisconsin SEIMC Personnel, Green Bay, Wisconsin, Nov., 1973. --Omaha Hearing School, Omaha, Nebraska, Nov., 1973. --Spec. Services, Shawnee Mission Public, Schools, Shawnee Mission, Kan., Nov., 1973. --Interim Workshop for Students in Spec. Educ., Univ. of Nebr., Jan., 1974. --St Paul Area Teachers of the Deaf, St. Paul, Minn., March, 1974. --St. Louis Co. and City Teachers of the Deaf, St. Louis, Mo., Febr., 1974.	MRMCD Consultant Services in the Midwest twelve-state region. --Grand Valley State College, Educ. of the Deaf, College Landing, Allendale, Michigan, January, 1974. --State Technical Institute and Rehab. Center, Plainwell, Mich., Febr., 1974. --Univ. of Wisconsin, Educ. of the Deaf, Stevens Point, Wisc., Febr., 1974. --Youngstown Public Schools, Services for the Hearing Impaired, Youngstown, Ohio, March, 1974. --Kansas School for the Deaf, Olathe, Kansas, March, 1974. --Special Educ. Div., Indiana Dept. of Public Instruction, Indianapolis, and South Bend, Indiana, April, 1974. --Special Educ. and Psychological Services, Minot, N.D., to be announced. --Programs for Speech & Hearing Section of Spec. Educ., State Dept. of Educ., Jefferson City, Mo., to be announced. --Educational Facilities Center, Chicago, Illinois, June, 1974. --In-service Coordinator, State Dept. of Special Education, Lincoln, Nebr., June, 1974.	

72/73

ITEM 6: PRODUCTIONS

September, 1965 to August, 1966

NEBRASKA TRANSPARENCY MASTER SERIES

"Left and Right"
"Foods"
Plus 20 additional subject areas.
Begun - January, 1966

LLHH (Learning Lab for the Hard of Hearing) REVISION

Begun - January, 1966

VOCABULARY SPEECHREADING FILMS

Begun - January, 1966

September, 1966 to August, 1967

VOCABULARY SPEECHREADING FILMS - ADDITION

Begun - January, 1967

TACHISTOSCOPIC SLIDES

Begun - January, 1967; work suspended.

VOCABULARY SPEECHREADING TEST FILMS

Begun - December, 1966
Finished - February, 1967

Content: Five test films. No. 1070B to 1070F.
Disposition: Films forwarded to Capitol Labs (Washington, D.C.) along with initial 75 films.

CUED SPEECH

Begun - December, 1966
Finished - May, 1967

Content: 31 silent cartridge 8mm films.
Disposition: Films forwarded to Technicolor for release printing. About 100 sets of films were reproduced and sent to Dr. R. Orin Cornett at Gallaudet College.

VOCABULARY SPEECHREADING FILMS FINGERSPELLING REVISION

Begun - September, 1966
Finished - May, 1967

Content: 10 silent cartridge films.
Disposition: MRMCD has 3 copies of this set; original materials were forwarded to Washington, D.C.

VOCABULARY SPEECHREADING FILMS

Finished - November, 1966

Content: 74 Vocabulary Speechreading Films and one test film, No. 1001 to 1075.
Disposition: Original materials sent to Technicolor Corp. in Los Angeles, MRMCD assisted MSCF in management of production of 100 sets of films. MSCF distributed and field-tested all films. Included in this effort was the distribution of 200 Technicolor 1000 8mm projectors to go with each set of films.

LLHH (Learning Lab for the Hard of Hearing) REVISION

Finished - November, 1966

Content: Revision of "Left and Right Test Film" plus two new "Foods Test Films" were produced.
Disposition: These films were included as part of the original 50 films.

NEBRASKA TRANSPARENCY MASTER SERIES

"Left and Right"
"Foods"

Finished - November, 1966

Content: Each of these sets contains transparencies which will act as a "starter set" in developing each unit.
Disposition: These films were used in conjunction with the LLHH Series and were also included in the Nebraska Transparency Master Series.

74/75

ITEM 6: PRODUCTIONS (cont'd)

September, 1967 to August, 1968

EXPERIMENTAL LANGUAGE SERIES - VERB FILMS
"Dad's New Truck"
Begun - May, 1968

EXPERIMENTAL LANGUAGE SERIES - VERB FILMS
"Mother and Sue Fix Breakfast"
Begun - January, 1968

EXPERIMENTAL LANGUAGE SERIES - PREPOSITION FILMS
"Prepositions I"
Begun - June, 1968

EXPERIMENTAL LANGUAGE SERIES - PREPOSITION FILMS
"Prepositions II"
Begun - June, 1968

EXPERIMENTAL LANGUAGE SERIES - PREPOSITION FILMS
"Prepositions III"
Begun - February, 1968

UNIT DEMONSTRATION
"Machinery That Shapes The Earth"
Begun - June, 1968

AEROSPACE MULTI-MEDIA KIT - PART I
"America's Journey to Space"
Begun - July, 1968

EXPERIMENTAL LANGUAGE SERIES - VERB FILMS
"Steven's New Shoes"
Begun - October, 1967
Finished - December, 1967
Content: Single film with student interaction.
Disposition: MRMCD is currently field testing.

VOCABULARY SPEECHREADING FILMS - ADDITION
Finished - September, 1967
Content: 16 films produced as a continuation of the previous 75 films in the Vocabulary Speechreading Series. No. 1076 to 1092.
Disposition: Films forwarded to Capitol Labs (Washington, D.C.) at MSCF request and have been printed for release. MRMCD doesn't know the number of duplications made or the extent of distribution.

NEBRASKA TRANSPARENCY MASTER SERIES
Finished - November, 1967
Content: Transparencies produced for 22 separate subject areas to serve as a "starter set" in developing each unit.
Disposition: Initially 200 sets of each of these 22 subject areas was duplicated and distributed by the MRMCD. Later, an additional 200 sets of these 22 subject areas were duplicated and are being distributed currently.

September, 1968 to August, 1969

DIALOGUE SERIES
"A Look at a City"
Begun - July, 1969

DIALOGUE SERIES
"A Visit to the Fair"
Begun - August, 1969

CUED SPEECH
Begun - December, 1968
Finished - April, 1969
Content: 18 sound super 8 films.
Disposition: Original materials turned over to Capitol Labs (Washington, D.C.). MRMCD doesn't know number of duplications made or extent of distribution.

FILM STUDY PROJECT
Begun - November, 1968
Finished - June, 1969
Content: One (50 min.) film, "Mary S. McDowell" from the Profiles in Courage Series, one concept workbook, one student handbook, one (30 min.) discussion film.
Disposition: Three sets of these materials are currently being field tested by MRMCD.

UNIT DEMONSTRATION
"Machinery That Shapes The Earth"
Finished - November, 1968
Content: 5 Super 8 silent loop films, 160 to 210 35mm slides, 1 (16mm) film clip, 50 transparencies, 1 (5 min.) tape recording, 50 language master cards, 10 hook and loop board plaques, demonstration models and handout sheets.
Disposition: There are four complete sets of this unit. One remains at the MRMCD, the rest are currently being field tested.

EXPERIMENTAL LANGUAGE SERIES PREPOSITION FILMS
"Prepositions III"
Finished - November, 1968
Content: Single film with student interaction.
Disposition: Film is currently being field tested.

EXPERIMENTAL LANGUAGE SERIES - VERB FILMS
"Mother and Sue Fix Breakfast"
Finished - December, 1968
Content: Single film with student interaction.
Disposition: MRMCD is currently field testing.

EXPERIMENTAL LANGUAGE SERIES - PREPOSITION FILMS
"Prepositions I"
Finished - not completed, work stopped, January, 1969. Film didn't appear suitable for release as a result of our validation.

EXPERIMENTAL LANGUAGE SERIES - PREPOSITION FILMS
"Prepositions II"
Finished - not completed, work stopped January, 1969. Film didn't appear suitable for release as a result of our validation.

ITEM 6: PRODUCTIONS (cont'd)

September, 1969 to August, 1970

AEROSPACE MULTI-MEDIA KIT - PART II
"America's Journey to the Moon"
Begun - January, 1970

DIALOGUE SERIES
"Finders Keepers"
Begun - May, 1970

DIALOGUE SERIES
"Motion"
Begun - January, 1970

DIALOGUE SERIES
"What Should Kathy Do?"
Begun - May, 1970

DIALOGUE SERIES
"The Milk Money"
Begun - May, 1970

EXPERIMENTAL LANGUAGE SERIES - VERB FILMS
"Dad's New Truck"
Finished - November, 1969

Content: Single film with student interaction.
Disposition: MRMCD is presently field testing.

AEROSPACE MULTI-MEDIA KIT - PART I
"America's Journey to Space"
Finished - February, 1970

Content: Three 10 minute silent Super 8mm captioned films. One programmed workbook with mask. One Teacher's Guide.
Disposition: Four complete sets of this unit are now being field tested by MRMCD.

DIALOGUE SERIES
"A Visit to the Fair"
Finished - October, 1969

Content: Single film designed to prompt student discussion.
Disposition: Three copies of this film are now being field tested by MRMCD.

DIALOGUE SERIES
"A Look at a City"
Finished - September, 1969

Content: Single film designed to prompt student discussion.
Disposition: Three copies of this film are now being field tested by MRMCD.

September, 1970 to August, 1971

TEACHER EDUCATION MEDIA KITS
"Transparencies"
"Photography"
"Higher Education"
"Television"
"Motion Pictures"
Begun - October, 1970

DIALOGUE SERIES
"Feet"
Begun - October, 1970
Finished - February, 1971

Content: Single film designed to prompt student discussion.
Disposition: Two copies of this film are now being field tested by MRMCD.

AEROSPACE MULTI-MEDIA KIT- PART II
"America's Journey to the Moon"
Finished - March, 1971

Content: One film from MSCF library, "Apollo 11, the Eagle Has Landed", one programmed student workbook with mask, and one teacher's guide.
Disposition: Four complete sets of this unit are now being field tested by MRMCD.

DIALOGUE SERIES
"Finders Keepers"
Finished - March, 1971

Content: Single film designed to prompt student discussion.
Disposition: Two copies of this film are now being field tested by MRMCD.

DIALOGUE SERIES
"Motion"
Finished - March, 1971

Content: Single film designed to prompt student discussion.
Disposition: Five copies of this film are now being field tested by MRMCD.

DIALOGUE SERIES
"What Should Kathy Do?"
Finished - July, 1971

Content: Single film designed to prompt student discussion.
Disposition: Five copies of this film are now being field tested by MRMCD.

DIALOGUE SERIES
"The Milk Money"
Finished - July, 1971

Content: Single film designed to prompt student discussion.
Disposition: Five copies of this film are now being field tested by MRMCD.

ITEM 6: PRODUCTIONS (cont'd)

September, 1971 to August, 1972

TEACHER EDUCATION MEDIA KITS

"Transparencies"
"Photography"
"Higher Education"
"Television"
"Motion Pictures"
Prototype Production Completed.

September, 1972 to August, 1973

JUNIOR HIGH COMMUNICATIONS KIT

Content: (1) Introduction film and Problem Solving Matrix;
(2) "Learning Ways to Communicate" ...drill and practice films;
(3) "Rules" and "Borrowing Trouble" ...two situation-discussion films.

September, 1973 to August, 1974

JUNIOR HIGH COMMUNICATIONS KIT

Content: (1) Introduction film and Problem Solving Matrix; (2) "Learning Ways to Communicate" ...drill and practice films; (3) "Rules" and "Borrowing Trouble" ... two situation-discussion films.

Finished - August, 1974.

PRE AND IN-SERVICE TEACHER TRAINING MEDIA KITS -- Prototypes

Begun - October, 1973
Finished - February, 1974

Content: 3 films, 1 videotape, gameboard, mobile, flash cards, transparencies, a slide demonstration notebook and an instructional notebook.
Disposition: Given to pre-service and in-service teachers who attended our two conferences for use as they see fit.

LANGUAGE PACKAGE ON TOTAL COMMUNICATION

Begun - November, 1973
Content: 4 films on different situations.

APPENDIX B

Programs and Services of MRMCD, Six-Year Evaluation Report, September 1966 - August 1972

Introduction 1
Part I - The MRMCD Media Programs and Services 3
Part II - The Levels of MRMCD Contact with Hearing Impaired Children 15
Part III - Analysis of Questionnaires Regarding Media Utilization 23
Part IV - Summary and Concluding Comments 42
Part V - Survey Results

PROGRAMS and SERVICES

of

The Midwest Regional Media Center for the Deaf

A Six Year Evaluation Report

September 1966 - August 1972

A Project Supported by

MEDIA SERVICES AND CAPTIONED FILMS

Bureau of Education for the Handicapped

U.S. Office of Education

Department of Health, Education and Welfare

Washington, D.C.

Compiled and Prepared by
Ronald R. Kelly
Coordinator of Instruction

August 31, 1972

LIST OF CHARTS

Chart I

The MRMCD Media Programs and Services 7

Chart II

The Media Programs Within the MRMCD Region 9

Chart III

The Media Programs Outside the MRMCD Region 11

Chart IV

Percentage Analysis for MRMCD Region 13

Chart V

Levels of MRMCD Contact With Hearing Impaired Children Within MRMCD Region 17

Chart VI

Levels of MRMCD Contact With Hearing Impaired Children Outside MRMCD Region 19

Chart VII

A. Example---Chart VII 20

B. Compilation of MRMCD Data . . . . Part V - Survey Results

INTRODUCTION

Education is currently in the age of accountability. Accountability has touched every aspect of public and private education from elementary school through college, as well as special research and educational support programs. Although it has been defined in various ways and implies many things, accountability always comes back to the basic question of whether one is obtaining intended results from the money expended.

Media Services and Captioned Films funds four regional media centers for the deaf located at: The University of Massachusetts, Amherst; The University of Tennessee, Knoxville; The University of New Mexico, Las Cruces; and The University of Nebraska, Lincoln. The overall objectives of these four media centers include the design and development of instructional materials for hearing impaired children, and the training of teachers of the deaf in media utilization. These four centers have common functions such as conferences, institutes and workshops, and in addition single areas of specilization such as production of transparencies, programmed learning materials, motion pictures and television. Together they provide a total service to all 50 states.

This study was undertaken with the spirit of accountability in mind. It is submitted as one piece of evidence that the Midwest Regional Media Center for the Deaf (hereafter, referred to as MRMCD) is meeting one of its major objectives--that of reaching educational programs for the hearing impaired within the eleven state MRMCD region. "Reaching educational programs for the hearing impaired" means that:

1. Teacher(s), supervisor(s), media specialist(s), administrator(s), or a combination of them from an

educational program for the hearing impaired have participated in one of the MRMCD media programs.

2. MRMCD designed and produced instructional media have been distributed to the educational programs for the hearing impaired.

The data in this study documents the scope and impact of the MRMCD media program on education of the deaf. In addition, it provides an indication of the number of hearing impaired children served by the educators of the deaf who have participated in the MRMCD media training program

There are four parts to this study:

Part I The MRMCD Media Programs and Services
  A. Within MRMCD Region
  B. Outside MRMCD Region

Part II Levels of MRMCD Contact with Hearing Impaired Children
  A. Within MRMCD Region
  B. Outside MRMCD Region

Part III Analysis of Questionnaires Regarding Media Utilization

Part IV Summary and Concluding Comments

Although these four parts are basically sequential in nature, each contains the information necessary to understand it. The various sources of data are footnoted and listed in the bibliography, or as indicated.

87

PART I

The MRMCD Media Programs

Since its inception in September, 1966, the MRMCD has conducted a media training program designed to reach all levels of educators for the hearing impaired: teachers, supervisors, media specialists, top level administrators, and educators involved in teacher preparation. The various phases of the media training program were designed to help the participating educators develop their media competencies for utilizing instructional technology in education of the deaf. It was hoped that these "media-trained" educators would return to their school programs and develop a media-oriented curriculum.

Three distinct media programs dominate the MRMCD strategy for reaching educators of the deaf.

A. Institutes are the most intensive media training programs conducted by the MRMCD, and they vary from one week to six weeks in length. There are four types of media institutes:

   1. The Summer Educational Media Institute for Teachers of the Deaf hosts 30 selected participants each summer. This six-week seminar which has been conducted since 1966 carries six hours of graduate credit. In this program, teachers learn to plan, produce and apply instructional media technology to education of the deaf. The sessions are organized

88

so that the participants actually design and produce their own instructional materials.

2. The Educational Media Institute for College Educators Who Prepare Teachers of the Deaf has been conducted since the 1968-69 school year. This program provides college educators two weeks of media training--one week in the fall and one week in the spring. The emphasis of this institute is on the production and utilization of instructional media technology at the college level as well as education of the deaf.

3. The Educational Media Institute for Supervising Teachers of the Deaf was added to the MRMCD program in the 1969-70 school year. This is also a two-week institute divided into a one week session in the fall and a one week session in the spring. It emphasizes the production and application of instructional media technology to education of the deaf.

4. The Institute for Educational Media Specialists in Schools for the Deaf is the newest addition to the MRMCD media program. The main purpose of the 1971 Institute for Media Specialists was to bring these professionals together and open up lines of

communication. The emphasis of this initial institute was maximizing the use of the instructional materials center in schools for the deaf.

B. *Workshops* are a part of the regional in-service program offered to schools for the deaf in the eleven state region of the MRMCD (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsin). These workshops are conducted at the schools and vary in length from two to three days. Attendance at these workshops has ranged from ten to two hundred. The workshop curriculum is a condensed version of the institutes with introductory production labs and demonstrations emphasizing media utilization. The regional workshop program initiated in October, 1966, has been a major instrument for introducing educators of the deaf to media and obtaining applicants for the MRMCD institutes.

C. *The Symposium on Research and Utilization of Educational Media for Teaching the Deaf* is another phase of the MRMCD media program. The symposia are designed to interest administrators, supervisors and directors of educational programs for the deaf. A different theme is chosen for each symposium and the conference report is published each year as the November issue of the *American Annals of the Deaf*. The symposia, which have been conducted since the spring of 1965, are three days in length.

The *institutes*, *workshops* and *symposia* constitute the major efforts of the MRMCD to reach educators in educational programs for the hearing impaired. In addition, the MRMCD has established contact with school programs for the deaf through the production and distribution of instructional materials, the field testing and evaluation of instructional materials, and consultant services. The distribution of MRMCD media productions will be discussed in Part II.

Chart I shows the total number of educators for the hearing impaired who have participated in all the media institutes, workshops, and symposia conducted by the MRMCD since September, 1966. Two symposia (1965 and 1966) which were held prior to the establishment of the MRMCD are also included. (See Chart I, pp. 7-8)

The main responsibility of the MRMCD is a midwestern region made up of eleven states: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsin. Although educators of the deaf are served throughout the nation, as indicated in Chart I, the major thrust of the MRMCD is in these eleven states. Therefore, a better perspective is possibly achieved if the information in Chart I is viewed as it pertains to the MRMCD region, and outside of the MRMCD region. The information in Chart II is similar to the first chart, with the exception that it relates only to the MRMCD region. (See Chart II, pp. 9-10)

Chart III is a further break down of Chart I, pertaining only to educators of the deaf outside of the MRMCD region. (See Chart III, p. 11)

CHART I*

The MRMCD Media Programs and Services

A. INSTITUTES 1. Teachers in summer media institutes (66-72) .... 214 2. Supervisors in media institutes (69-71) .... 70 3. Media specialists in media institutes (71-72) .... 41 325 total ...	from 146 school programs for the deaf in 38 states and Washington, D.C. with approximately 17,927 students** enrolled as of 1972.
4. College educators (who prepare teachers of the deaf) in media institutes. Almost all were directors, or assistant directors of their respective programs. (68-71) .... 55 total ...	from 41 universities and colleges preparing teachers of the deaf in 27 states.
B. WORKSHOPS 1. Educators of the deaf who attended a media workshop 1115 actual attendance -91 less those who have also attended a media institute 1024 total	These workshops were conducted in 27 school programs for the deaf in all 11 states of the MRMCD region, serving approximately 6,320 hearing impaired children.

---

*This information was compiled from two sources: 1) the official records of the MRMCD, and 2) the Directory of Services: American Annals of the Deaf.

**Student populations are "approximate" because not all the educational programs which the MRMCD has worked with have their student population listed in the Directory of Services: American Annals of the Deaf ... hence they are not included in the totals.

2. Student teachers and their college educators who attended a media workshop .... 136 total...	in 6 universities in 4 states of the 11 state MRMCD region.

C. SYMPOSIA

SYMPOSIA	YEAR		TITLE
61	1965	--	An Overview of Audiovisual Research Effecting Deaf Education
77	1966	--	Systems Approach in Deaf Education
120	1967	--	The Educational Media Complex
159	1968	--	Designing Instructional Facilities for Teaching the Deaf: The Learning Module
159	1969	--	Individualizing Instruction for the Deaf Student
180	1970	--	Communicative Television for the Deaf Student
200	1971	--	Programmed Instruction for the Deaf Student
172	1972	--	Affecting the Human Potential of the Deaf Student

1,128 total attendance (official roster)

Many participants attended more than one symposium. Of the 1,128 total, the actual number of individuals who attended is ...... 702 ...	These 702 participants came from various fields in education: 1. School programs for the deaf 2. State Dept.'s of Educ. 3. U.S.O.E.-B.E.H. 4. Univerisities/colleges 5. SEIMC/RMC's 6. Educ. Assoc.'s 7. Commercial companies
Of the 702, 350 participants were educators of the deaf ...	from 132 school programs for hearing impaired from 46 states and Washington, D.C., serving approximately 23,661 hearing impaired students.

CHART II*

The Media Programs Within the MRMCD Region

A. *INSTITUTES* 1. *Teachers in summer media institutes (66 - 72) ...... 101* 2. *Supervisors in media institutes (69 - 71) ...... 52* 3. *Media specialists in media institutes (71-72) ...... 24* *177 total ....*	*from 50 school programs for the deaf in the 11 state MRMCD region with approximately 6,911 hearing impaired students enrolled.*
4. *College educators (who prepare teachers of the deaf) in media institutes. Almost all were directors, or assistant directors of their respective programs (68 - 71) ...... 22 total ....*	*from 15 universities and colleges preparing teachers of the deaf in 9 states (MRMCD--excluding Iowa and Minnesota).*
B. *WORKSHOPS* 1. *Educators of the deaf who attended a media workshop* *1115 actual attendance* *-91 less those who have also attended a media institute* *1024 total ....*	*in 27 school programs for the deaf in all of the 11 states of the MRMCD region, serving approximately 6,320 hearing impaired students.*
2. *Student teachers and their college educators who attended a media workshop ...... 136 total ....*	*in 6 universities in 4 states of the 11 state MRMCD region.*

---

*This information was compiled from two sources: 1) the official records of the MRMCD, and 2) the Directory of Services: American Annals of the Deaf.

C. SYMPOSIA (1965 - 1972) Number of educators of the deaf in MRMCD region 143 total ...	from 48 school programs for the hearing impaired from all 11 states, serving approximately 7,238 hearing impaired children.

CHART III*

The Media Programs Outside MRMCD Region

A. INSTITUTES	
1. Teachers in summer media institutes (66 - 72) ...... 113 2. Supervisors in media institutes (69 - 71) ...... 18 3. Media specialists in media institutes (71 - 72) ...... 17 148 total	from 86 school programs for the deaf in 27 states and Washington, D.C. with approximately 11,016 hearing impaired students enrolled.
4. College educators (who prepare teachers of the deaf) in media institutes. Almost all were directors, or assistant directors of their respective programs (68 - 71) ...... 33 total	from 26 universities and colleges preparing teachers of the deaf in 18 states.
B. WORKSHOPS	Not applicable.
C. SYMPOSIA (1965 - 1972) Number of educators of the deaf ...... 207 total	from 84 school programs for the deaf in 35 states and Washington, D.C. serving approximately 16,423 hearing impaired students.

---

*This information was compiled from two sources: 1) the official records of the MRMCD, and 2) the Directory of Services: American Annals of the Deaf.

Further light is shed on the scope of the MRMCD media programs when the information from Chart II is compared to the overall picture of the MRMCD region. Chart IV indicates the percentages of 1) educators of the deaf, 2) school programs for the deaf, 3) hearing impaired students served by these programs, and 4) college educators of the deaf, in the MRMCD eleven state region who have been reached by one of the MRMCD media programs. (See Chart IV, pp. 13-14)

The information presented in this section is primarily an overview of the MRMCD media programs in education of the hearing impaired. It is in no way intended to provide a complete picture. The subsequent sections in this report extend the information in Part I and provide a more complete analysis of the scope and impact of the MRMCD in education of the deaf.

CHART IV*

Percentage Analysis for MRMCD Region

	Percentages	
The number of educators of the deaf served by all MRMCD media programs from 11 state region. A. Institutes = 177 B. Workshops = 1024 C. Symposia = 143 1344	$\frac{1344}{1877}$ = 71%	Total number of educators of the deaf in MRMCD region. 488 - Illinois 166 - Indiana 98 - Iowa 94 - Kansas 451 - Michigan 128 - Minnesota 199 - Missouri 50 - Nebraska 22 - North Dakota 21 - South Dakota 160 - Wisconsin 1877
from Sixty-one different school programs for the hearing impaired in MRMCD region. A. Institutes = 60 B. Workshops = 0 (all duplications of A) C. Symposia = 14 (in addition to A) 74	$\frac{74}{201}$ = 37%	Total number of public and private school programs, hospitals, and other special programs for the hearing impaired in the MRMCD region. 57 - Illinois 22 - Indiana 11 - Iowa 12 - Kansas 48 - Michigan 13 - Missouri 11 - Minnesota 5 - Nebraska 5 - North Dakota 1 - South Dakota 16 - Wisconsin 201
serving Approximately 8,237 hearing impaired students in the MRMCD region. 6,911 (served by the 60 school programs in A. INSTITUTES, above) + 1,326 (served by the 14 school programs in C. SYMPOSIA, above) 8,237	$\frac{8,237}{11,361}$ = 73%	Total number of hearing impaired pupils in MRMCD region. 2,997 - Illinois 1,010 - Indiana 560 - Iowa 574 - Kansas 2,656 - Michigan 853 - Minnesota 1,121 - Missouri 257 - Nebraska 132 - North Dakota 131 - South Dakota 1,070 - Wisconsin 11,361

*This information was compiled from two sources: 1) the official records of the MRMCD, and 2) the Directory of Services: American Annals of the Deaf.

The number of college educators preparing teachers of the deaf from the MRMCD region....Almost all were directors or assistant directors of their respective programs.... 22	$\frac{22}{132} = 17\%$	Total personnel engaged in teaching courses on education of the deaf. 132
from Fifteen universities and colleges preparing teachers of the deaf in 9 of 11 states in MRMCD region (excluding Iowa and Minnesota).	$\frac{15}{17} = 88\%$	Total number of universities and colleges preparing teachers of the deaf in MRMCD region. 17

PART II

The Levels of MRMCD Contact With Hearing Impaired Children

As discussed in Part I, the MRMCD conducts an extensive media training program for various types of educators concerned with educating the hearing impaired: teachers; supervisors; media specialists; administrators; and college personnel who prepare teachers of the deaf. The media training provided by the MRMCD for these participating educators varies in duration and purpose relative to their different professional responsibilities. It is obvious that the various professional roles determine to some extent not only how each of these educators will utilize their media training, but also the number of hearing impaired learners they will be able to contact.

In order to take into account the various types of MRMCD media training and the diverse professional roles of the participants, five different levels of MRMCD contact with hearing impaired children have been identified. These levels of MRMCD contact refer to the number of hearing impaired children who are within the potential influence of the educators trained in the MRMCD media programs. In addition, one of these levels of MRMCD contact refers to the number of hearing impaired children at the elementary level (pre-school through 8th grade) who are in potential contact with MRMCD media productions.

The definitions for these five levels of MRMCD contact with hearing impaired children are listed below:

a. First Level Contact (1-L) -- The number of hearing impaired children who now have or have had teachers that were trained in an MRMCD summer media institute.

b. Second Level Contact (2-L)	-- The number of hearing impaired children served by school programs for the deaf with a supervisor(s), media specialist(s), administrator(s), or combination of the aforementioned who have participated in an MRMCD media institute and/or symposia.
c. Third Level Contact (3-L)	-- The number of hearing impaired children who now have or have had teachers that were trained in an MRMCD media workshop.
d. Media Level Contact (M-L)	-- The number of hearing impaired children served by school programs for the deaf that have one or more of the MRMCD media productions available 1) Withrow Speechreading Films, 2) Nebraska Transparency Series, 3) The Food Vocabulary Series--8mm films, 4) The Left and Right Series--8mm films (see Appendix A).
e. Combination Level Contact (C-L)	- The number of hearing impaired children served by school programs for the deaf that have received all possible "levels of MRMCD contact". Within the MRMCD eleven-state region this includes all four levels of contact: 1-L, 2-L, 3-L, and M-L. However, since workshops are conducted only within the MRMCD region, the combination level for school programs outside the MRMCD region is based on three levels of contact: 1-L, 2-L, and M-L.

The five levels of MRMCD contact have been computed and are listed in Charts V and VI. The information in Chart V pertains to the school programs for the deaf in the MRMCD region, and also includes the percentage of hearing impaired students reached. (See Chart V, p. 17)

The percentages were determined by dividing the total number of hearing impaired students in the MRMCD region (11,361--see Chart IV, p. 13) into the number of hearing impaired students in each of the five levels of MRMCD contact. The information in Chart VI pertains to the school programs for the deaf outside of the MRMCD region. The number of hearing impaired children

CHART V*

Levels of MRMCD Contact with Hearing Impaired Children Within MRMCD Region

First Level Contact (1-L) ...	*Approximately** 2,180 hearing impaired students now have, or have had, teachers that were trained in an MRMCD Summer Media Institute. This is about 19% of the total number of deaf students in the MRMCD region.*
Second Level Contact (2-L) ...	*There are approximately** 7,133 hearing impaired students in 56 school programs that have one or more supervisor(s), media specialist(s) or administrator(s) who participated in an MRMCD media institute and/or symposia. This is about 63% of the total number of hearing impaired students in the MRMCD region.*
Third Level Contact (3-L) ...	*Approximately** 4,702 hearing impaired students now have, or have had, teachers that were trained in an MRMCD media workshop. This is about 41% of the total number of hearing impaired students in the MRMCD region.*
Media Level Contact (M-L) ...	*There are approximately 5,343 hearing impaired students at the elementary level (pre-school, K-8) enrolled in 50 school programs in the MRMCD region that have one or more of the MRMCD media productions available. This is about 47% of the total number of hearing impaired students in the MRMCD region.*
Combination Level Contact (C-L) ..	*There are approximately 4,612 hearing impaired students in 20 school programs in the MRMCD region that have received all four levels of contact. This is about 40% of the total number of hearing impaired students in the MRMCD region.*

---

*This information was computed from the data in Chart VII, Section A-- Part V -- Survey Results.

**"Approximately" is used for two reasons: 1) Some school programs for the deaf that the MRMCD has worked with are not listed in the Directory of Services: American Annals of the Deaf and their pupils are not included in these figures. 2) Also, both the first (1-L) and third (3-L) levels of contact are computed on the pupil/teacher ratio for each respective school program, and the actual number of pupils may fluctuate slightly among the teachers.

for each level of MRMCD contact is not converted to percentages, and the Third Level Contact is not applicable. (See Chart VI, p. 19)

The number of hearing impaired children for each of the levels of MRMCD contact were computed from Chart VII which is found in Appendix A. Chart VII is a complete listing of all the educational programs for the hearing impaired that the MRMCD has reached through their educational media training programs and/or the distribution of MRMCD produced instructional media. This chart is divided into two sections: The first (A) pertains to the school programs for the deaf in the MRMCD region, and the second (B) pertains to the school programs for the deaf outside of the MRMCD region. A complete description of Chart VII is included in Part V -- Survey Results.

For purposes of explaining how the figures in Charts V and VI were determined, an example from Chart VII is given on page 20. Please refer to this example during the explanation provided on pages 21-22.

The data in the first nine columns of Chart VII were used to compute the number of hearing impaired students for each of the five levels of MRMCD contact. The procedures for these computations are as follows:

First Level Contact (1-L) -- This level of MRMCD contact is determined by using the information in column #2 (Summer Institutes) and column #7 (Pupil/Teacher Ratio). The number of years that each teacher (T) has taught since attending a summer media institute is multiplied by their school's pupil/teacher ratio to arrive at the figure for 1-L. If more than one teacher from a school is a summer media institute graduate, their figures are added together.

The 1-L figures for all schools are then summed to obtain the total MRMCD "first level contact".

Second Level Contact (2-L) -- This level of MRMCD contact is determined by using the information in column #3 (Media Institutes and Symposia) and column #6 (Total Pupil Enrollment). Every school program that has had one or more supervisor(s), media specialist(s), or administrator(s) participate in an MRMCD institute and/or symposium is indicated with an "X" in the 2-L column, and the number of hearing impaired children enrolled in their program is marked.

The number of school programs in this category and the pupils they serve are summed in order to arrive at the MRMCD "second level contact".

Third Level Contact (3-L) -- This level of MRMCD contact is determined by using the information in column #4 (Media Workshops) and column #7 (Pupil/Teacher Ratio). The actual number of teachers attending an MRMCD media workshop is multiplied by the pupil/teacher ratio of their schools. No effort was made to consider the number of years they have taught since attending the media workshop.

The 3-L figures for all schools are then summed to obtain the total MRMCD "third level contact".

Although student teachers have attended the MRMCD media workshops in large numbers, they are not included in the computation of the 3-L column. There has been no way to follow them through graduation and their subsequent teaching positions.

Media Level Contact (M-L)	-- This level of MRMCD contact is determined by using the information in column #5 (Media Distribution), column #6 (Total Pupil Enrollment), and column #9 (Elementary Enrollment Only*). Every school program that has one or more MRMCD media productions is indicated with an "X" in the M-L column. Since these materials were designed for the pre-school and elementary levels (K-8), only the pupil enrollment for these levels are marked. The pupil enrollment figures are taken from column #6 except for the schools with pre-school, K-12 programs, in which case the pupil enrollment is taken from column #9. The enrollment figures taken from column #9 are marked with an asterisk. The number of school programs in this category and the pupils they serve at the pre-school and elementary levels (K-8) are summed in order to obtain the MRMCD "media level contact".
Combination Level Contact (C-L)	- This level of MRMCD contact is determined by referring to the levels of contact, 1-L, 2-L, 3-L and M-L. Each school program for the deaf that has received all possible levels of MRMCD contact are marked with an "X" in the C-L column, and the total number of hearing impaired children enrolled in their program is listed. Note that the school programs for the deaf outside of the MRMCD region are only eligible for three levels of MRMCD contact (1-L, 2-L, and M-L).

PART III

Analysis of Questionnaires Regarding Media Utilization

This section of the study is concerned with media utilization. It is an attempt to show the extent to which educational media is being utilized by educators of the deaf who have participated in the MRMCD media institutes. The information presented here is restricted to institute participants for two reasons. First, because the institutes are the most extensive MRMCD media programs, and secondly, because a complete up-to-date mailing list for these participants is available.

The workshop participants are not included in this phase of the study because it has been impossible to maintain a current mailing list due to their sheer numbers and limited contact. The symposia participants are included only if they participated in an MRMCD media institute.

Questionnaires were used to obtain information regarding media utilization by the past participants of the MRMCD media institutes. A different questionnaire was designed for each type of institute:

1. FOLLOW-UP QUESTIONNAIRE for the Summer Media Institutes for Teachers of the Deaf -- 1966-1969
2. FOLLOW-UP QUESTIONNAIRE for the 1970 Summer Media Institute for Teachers of the Deaf
3. FOLLOW-UP QUESTIONNAIRE for the Educational Media Institutes for Supervising Teachers -- 1969-1971
4. FOLLOW-UP QUESTIONNAIRE for the Educational Media Institutes for College Teachers -- 1968-1971

For reasons not pertaining to this study, two separate questionnaires were developed for the summer institute participants. One questionnaire was sent to the 1966-1969 summer participants, and the other to the 1970 summer participants. However, since there are similarities, the information from these two questionnaires is combined for purposes of this report. Copies of these four questionnaires with the cover letter may be found in the appendices.

Every participant in all media institutes conducted by the MRMCD (1966-1971) received a questionnaire. A total of 241 questionnaires were sent out with an overall return of 78%.

Questionnaires for	Sent to	Returned	Percent returned
1. Teachers--summer media institutes	153	118	77%
2. Supervisors	45	38	84%
3. College educators	43	32	71%
TOTAL	241	188	78%

The questionnaires will be discussed in three sections: 1) summer media institutes for teachers; 2) media institutes for supervising teachers; and 3) media institutes for college educators perparing teachers of the deaf.

FOLLOW-UP QUESTIONNAIRE
for the
Summer Media Institutes for Teachers of the Deaf

As indicated previously, all 153 summer institute participants from 1966-1970 received a questionnaire. There were 118 completed for a 77%

return (93 of the 1966-1969 questionnaires and 25 of the 1970 questionnaires).

The first ten questions were identical for the two questionnaires (1966-1969 and 1970) designed for the summer media institute participants. Each participant was asked to provide three types of information concerning his or her use of ten educational media. First, they were asked to indicate the extent to which they utilized each medium listed. A number scale for utilization was provided:

1. Never use
2. Once per month, or less
3. Once per week, average four or five times per month
4. Two to five times per week
5. Integral part of instructional program (NO enumeration of use possible, but considered an inherent part of instruction

Second, they were asked to check whether the source of media they were using was teacher produced and/or commercially produced. And third, they were asked to briefly describe some ways they used each medium in the classroom. If an item was not available, a place was provided to indicate this.

A summary of the information collected from the first ten questions is listed on the following pages (pp 26-41). The number of responses do not always total to 118 because some questions were left blank.

1. Overhead Projector

Utilization Scale	Responses	Percent
1	2	2%
2	3	3%
3	6	5%
4	13	11%
5	90	76%

Teacher Made	Commercially Produced	Not Available
101	94	0

As indicated, 92% of the educators responding use the overhead projector one or more times per week, with 76% indicating daily use. In regard to the transparencies being utilized, it is almost a toss-up between teacher made and commercial materials, with the edge going to teacher-produced media.

A wide variety of uses was described by all the summer institute participants. Although too numerous to list in detail, some of the uses described were: illustrate science concepts; introduce new units and concepts; language experiences; clarify abstractions; map progression; story telling; history development; vocabulary drill; coordinate other media; and student reports/presentations.

2. 16mm Film Projector

Utilization Scale	Responses	Percent
1	10	8%
2	24	20%
3	45	38%
4	18	16%
5	15	13%

Not Available
4

Of the educators responding, 67% use the 16mm projector one or more times per week. Four educators indicated that a 16mm projector was not available. It is assumed that all films were commercially produced as the 16mm format does not lend itself to teacher productions.

As for uses, some of the ones described were: language and vocabulary development; provide vicarious experiences; reinforcement of concepts and stories; stimulus for conversation; and entertainment.

3. 8mm Film Projector

Utilization Scale	Responses	Percent
1	32	27%
2	30	25%
3	8	7%
4	8	7%
5	15	13%

Teacher Made	Commercially Produced	Not Available
56	27	29

Only 27% of the educators responding use the 8mm film projector one or more times per week, with 25% using it once per month or less. Twenty-seven percent never use it. As for the films being used, teacher-produced films are definitely a contributing factor. There were 29 respondents that indicated an 8mm projector was not available.

As for uses of the 8mm film, some of the ones described were: discussion; dramatization; language development; independent study; and speechreading.

4. Slide Projector

Utilization Scale	Responses	Percent
1	11	9%
2	37	31%
3	22	19%
4	15	13%
5	24	20%

Teacher Made	Commercially Produced	Not Available
81	39	9

Fifty-two percent of the educators responding use the slide projector one or more times per week, with only 9% never using it. For the most part, teachers appear to produce their own slide sequences.

As for uses of slides, some of the ways described were: illustrate math concepts; discussion; clarify subject matter; provide sequential development; record and discuss a field trip; and categorization experiences.

5. Filmstrip Projector

Utilization Scale	Responses	Percent
1	6	5%
2	21	18%
3	29	25%
4	28	24%
5	31	26%

Teacher Made	Commercially Produced	Not Available
12	96	0

Of the educators responding, 75% are using the filmstrip projector one or more times per week. Only five percent indicate that they never use it. Very few teachers appear to produce their own filmstrips and rely almost totally on commercial filmstrips.

Some of the ways described for using filmstrips were: present story sequences; review and repetition of story concepts; stimulate discussions; language development; reinforce class work; and independent study.

6. Pictures/Photographs

Utilization Scale	Responses	Percent
1	11	9%
2	18	15%
3	16	14%
4	15	13%
5	50	43%

Teacher Made	Commercially Produced	Not Available
88	66	2

Of the educators responding, 70% are using pictures and photographs one or more times per week. Teacher-produced photographs and picture series appear to have the edge for the type of materials used.

As for uses of pictures/photographs, some of the ways described were: discussion; language development; sequential development; vocabulary association; show and tell; and long-term observation.

7. Instructional Television

Utilization Scale	Responses	Percent
1	47	40%
2	16	14%

Teacher Made	Commercially Produced	Not Available
19	11	57

7. Instructional Television cont'd

Utilization Scale	Responses	Percent
3	8	7%
4	3	3%
5	3	3%

Of the educators responding, only 13% are using instructional television one or more times per week, with 14% using it once per month or less. Regarding the types of materials, both teacher produced and commercial television materials are used. On the other hand, 40% stated that they never used it, with a total of 57 educators indicating that television equipment was not available.

Some of the ways described for using television were: dramatizations; record and discuss student activities; self-analysis of behavior; and student productions.

8. Graphic Techniques

Utilization Scale	Responses	Percent
1	13	11%
2	19	17%
3	17	15%
4	12	10%
5	37	31%

Teacher Made	Commercially Produced	Not Available
70	23	4

Of the educators responding, 56% are using graphic techniques one or more times per week. As for the types of materials, these teachers seem to be producing their own graphic materials.

Some of the ways described for using graphic materials were: emphasize selected topics and concepts; reinforcement of subject areas; bulletin boards; and independent study units.

9. Language Master

Utilization Scale	Responses	Percent
1	49	42%
2	14	12%
3	5	4%
4	9	8%
5	13	11%

Teacher Made	Commercially Produced	Not Available
37	24	39

Of the educators responding, only 23% use the language master one or more times per week, while 42% indicated they are not using it. As for the type of materials, both teacher produced and commercial materials are used, with the edge going to teacher-produced materials.

Some of the ways described for using the language master were: independent study; speech sounds and words; and reinforcement of concepts.

10. Audio Recordings

Utilization Scale	Responses	Percent
1	48	41%
2	23	20%
3	13	11%
4	3	3%
5	9	8%

Teacher Made	Commercially Produced	Not Available
32	27	15

Of the educators responding, 22% are using audio recordings one or more times per week, while 41% indicate they are not using it. Both teacher produced and commercial audio recordings are used about the same.

As for uses of audio recordings, some of the ways described were: develop listening skills; and record children's speech for comparison purposes.

11. The eleventh question was similar for both questionnaires, only the wording was slightly different. Both questions asked the summer institute participants to describe the type of activities they had been involved with to improve the use of instructional media in their entire school program. These activities were divided into three categories.

A. Both formal and informal activities: Interacting with the administration on various levels, such as helping to develop an IMC; helping to conduct media workshops; requesting supplies and equipment; and becoming either part-time or full-time directors of their school IMC. (All participants who were involved in formal activities also indicated informal activities.)

B. Informal activities only: Sharing media and knowledge with other teachers on a one-to-one basis; and encouraging other teachers to use educational media. No indication of working with the administration on an organized basis.

C. None

The breakdown of responses for this question is found on the next page:

Category	Responses	Percent
Both formal and informal activities	65	55%
Informal activities only	22	19%
None	31	26%

12. This question asked the 1966-1969 summer participants to list the media equipment and software that their educational program had acquired since they attended an MRMCD summer media institute. (The 1970 summer participants were not asked this question since only six months had lapsed since the 1970 summer media institute.) The information for the 93 participants from the 1966-1969 summer institutes is as follows:

Acquired Media Equipment and Software	Responses	Percent of Total Responses
YES	72	77%
NO	17	17%

The list of media equipment and software that their educational programs have acquired is much too detailed to include. However, their acquisitions ranged from all types of classroom projectors and media to sophisticated production equipment and supplies.

13. This question was included in both questionnaires with only a slight variation in wording. It asked the summer media institute participants to describe any particular problems that they encountered in trying to mediate instruction for the hearing impaired. Although there were a variety of problems mentioned by the 118 summer institute participants

who responded, only three stood out consistently as problems:

Problems	Responses	Percent
1. Lack of time for planning and production of media	31	26%
2. Lack of funds for materials and equipment (includes both production and presentation items)	27	23%
3. Resistence from "doubters" (other educators opposed to media	14	12%

Of the other participants who responded to this question, 13% mentioned problems unique to their own situation, while 26% either left this question blank or indicated no problems at all.

14. This last question was only included with the questionnaire for the 1966-1969 summer institute participants. (It was not asked the 1970 summer participants since only six months had passed since their media institute.) Each participant was asked to comment in some way whether the Midwest Regional Media Center for the Deaf had influenced their use of instructional media with hearing impaired students. Their comments were placed into one of three categories: positive, negative, or no comment. The following information is for the 93 summer participants from the 1966-1969 media institutes:

Comments	Responses	Percent
1. Positive	85	91%
2. Negative	3	3%
3. No Comment	5	5%

FOLLOW-UP QUESTIONNAIRE
for the
Educational Media Institutes for Supervising Teachers

All 45 participants in the Media Institutes for Supervising Teachers received a questionnaire. A total of 38 were completed for an 84% return.

This was a very short questionnaire containing only four questions. Basically these questions were concerned with the steps that the supervisors were taking to implement media technology into their educational programs for the deaf. They were asked to describe not only what had been planned, but also what had been accomplished to date.

The four questions are listed in order:

1. What steps have you taken to improve the use of educational media in your instructional program? (Please include not only what has been planned, but also what has been accomplished.)

Improve Media Use for Entire Educational Program	Yes Responses	No Responses	Percent of Positive Responses
Planned	32	6	84%
Accomplished	29	9	76%

Of the 38 supervisors responding, 84% have made plans for improving the use of educational media in their school programs. Some of the things they planned were: in-service media workshops; curricular changes; development of school IMC's; hiring media specialists; acquiring media equipment and materials; producing videotape programs for instruction; and sending their teachers to the MRMCD summer media institutes.

There were 76% of the supervisors who had accomplished one or more of the items they had planned. This included the acquisition of media equipment and materials, conducting media workshops, producing mediated instructional units, and sending some of their teachers to the MRMCD summer media institute.

2. What have you personally done to utilize more educational media in your teaching and supervisory duties? (Please include not only what you have planned, but also what you have accomplished.)

Improve Personal Use of Media	Yes Responses	No Responses	Percent of Positive Responses
Planned	28	10	74%
Accomplished	21	17	55%

Of the supervisors responding, 74% had made some plans for improving the use of educational media in their own teaching and supervisory duties. Some of the things they had planned were: produce demonstration units; provide individual help to teachers; develop videotape demonstration programs; and acquire the necessary resources for carrying out their plans.

There were 55% of the supervisors who had accomplished one or more of the items they had planned. This included the purchase of production materials; the development of demonstration units; and conducting demonstration sessions.

3. Please list the media software and media equipment that your school program has acquired since you first attended the media institute for supervising teachers in Lincoln, Nebraska:

Media Equipment and software	Yes Responses	No Responses	Percent of Positive Responses
Acquired	25	6	66%
Planned Budget For	7		18%

Of the supervisors responding, 66% have acquired media equipment and software for their educational program. In addition, 18% have budgeted for the acquisition of educational media, while only 16% (6) indicated that they have done nothing to date.

As a group, their acquisitions included a wide range of items for both media production and classroom utilization. The types of items listed were: 35mm camera; super 8mm movie cameras; primary typewriters; videotape equipment; dry mount presses; office copy machines; slide projectors; overhead projectors; filmstrip projectors and previewers; transparency masters (Massachusetts and Nebraska series); and captioned films.

4. Please describe in what ways the Midwest Regional Media Center for the Deaf has influenced the development of media utilization in your educational program:

The supervisors' comments were placed into one of three categories: positive, negative, or no comment. All 38 participants in the supervisor institutes gave positive responses to this question.

FOLLOW-UP QUESTIONNAIRE
for the
Educational Media Institutes for College Teachers

All 43 participants in the Media Institutes for College Teachers preparing teachers of the deaf received a questionnaire. A total of 32 were completed for a 71% return.

This questionnaire was similar in format to the one for supervising teachers. There were five questions concerned with the steps that the college educators were taking to implement media technology into their teacher preparation programs.

The five questions are listed in order:

1. What steps have you taken to improve the use of instructional media in your entire teacher preparation program? (Please include not only what you have planned, but also what has been accomplished.)

Improve Media Use for Entire Teacher Preparation Program	Yes Responses	No Responses	Percent of Positive Responses
Planned	28	4	88%
Accomplished	24	8	75%

Of the 32 college educators responding, 88% have made plans for improving the use of educational media in their entire teacher preparation program. Some of the things they planned were: weekly media labs; programmed instruction units on media production; mediated micro-teaching experiences; videotape analysis of student teaching; and the development of departmental IMC's.

There were 75% of the college educators who had accomplished one or more of the items they had planned.

2. What have you personally done to utilize more educational media in your own teaching? (Please include not only what you have planned, but also what you have accomplished.)

Improve Personal Use of Media	Yes Responses	No Responses	Percent of Positive Responses
Planned	22	10	69%
Accomplished	21	11	66%

Of the college educators responding, 69% have made plans for improving the use of educational media in their own teaching and administrative responsibilities. Basically, their plans have been concerned with mediating current curricula through the use of overhead transparencies, 2 x 2 slides, filmstrips, video presentations, demonstration lessons and programmed instruction.

There were 66% of the college educators who had accomplished to date one or more of the items they had planned.

3. Describe the provisions that you have made for your students in teacher preparation to select, produce, and utilize media in the instructional process:

	Yes Responses	No Responses	Percent of Yes Responses
Provisions for students to select, produce, and use media	25	7	78%

Of the college educators responding, 78% have made provisions for their students to develop media skills. The various plans involved production labs, unlimited use of the videotape recorder, media workshops, and requirements for using media in the student teaching experiences.

4. Please list the media equipment and media software that your educational department has acquired since you first attended the media institutes for college teachers in Lincoln, Nebraska.

Media Equipment and Software	Yes Responses	No Responses	Percent of Positive Responses
Acquired	21	11	63%
Planned Budget for	1		3%

Of the college educators responding, 63% have acquired media equipment and software for their educational department. In addition, one educator has budgeted for materials, but not yet received any, while 11 others stated they had not acquired any media since attending an MRMCD media institute. However, six of the 11 indicated that they had a sufficient resource of media equipment and software either in their department or university IMC.

As a whole, their acquisitions included a wide range of items for both production and classroom use. The types of items listed were: overhead projectors, super 8mm movie cameras and projectors, teaching machines, videotape equipment, and transparency supplies.

5. Please describe in what ways the Midwest Regional Media Center for the Deaf has influenced the development of media utilization in your education department?

The college educators comments were placed in one of three categories: positive, negative, or no comment.

Comments	Responses	Percent
Positive	29	90%
Negative		
No Comment	3	10%

PART IV

Summary and Concluding Comments

In a study of this nature, it is sometimes very difficult to select and summarize the most important aspects. However, in looking over the data, it is evident that several points should be emphasized.

The information in Part I shows that the MRMCD conducts an extensive media training program for educators of the deaf throughout the United States. The MRMCD media training programs are designed to reach various levels of professional educators for the deaf: teachers, supervisors, media specialists, administrators and college educators preparing teachers of the deaf. This information takes on a little more meaning when one focuses on the eleven states in the MRMCD region: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsin.

Within these eleven states, through the various MRMCD media institutes, workshops and symposia, the MRMCD has reached:

71% of the total number of educators for the deaf in the MRMCD region from

37% of the educational programs for the deaf in the MRMCD region which enroll

73% of the total number of hearing impaired students in the MRMCD region.

In addition, the MRMCD has reached:

17% of the total university/college personnel involved in preparing teachers of the deaf (almost all were directors or assistant directors of their respective educational programs) from

of the total number of universities and colleges
preparing teachers of the deaf in the MRMCD region.

However, just enumerating the total number of educators of the deaf who have participated in the MRMCD media programs does not give a complete picture of the scope and impact of MRMCD media programs on education of the deaf. It is also necessary to determine the number of hearing impaired children within the potential influence of these educators, and the extent to which the educators are using their media skills.

Part II provides information regarding the number of hearing impaired students within the potential influence of the various participating educators in the MRMCD media programs. This information takes into account not only the extent of the media programs, but also the different professional roles of the participants.

1. There are approximately 2,180 hearing impaired students in the MRMCD region who now have, or have had, teachers that were trained in an MRMCD Summer Media Institute. This is about 19% of the total number of hearing impaired students in the MRMCD region.
2. There are approximately 7,133 hearing impaired students in 56 school programs in the MRMCD region that have one or more supervisor(s), media specialist(s), or administrator(s) who participated in an MRMCD media institute and/or symposia. This is about 63% of the total number of hearing impaired students in the MRMCD region.
3. There are approximately 4,702 hearing impaired students in the MRMCD region who now have, or have had, teachers that participated in an MRMCD media workshop. This is about 41% of the total number of hearing impaired students in the MRMCD region.

4. There are approximately 5,343 hearing impaired students at the elementary level (pre-school, K-8) enrolled in 50 school programs in the MRMCD region that have one or more of the MRMCD media productions available. This is about 47% of the total number of hearing impaired students in the MRMCD region.

5. Within the MRMCD region there are approximately 4,642 hearing impaired students in 20 school programs that have received all four of the above MRMCD media services. Included are all types of institutes, workshops and symposia for teachers, supervisors, media specialists, and administrators; and the distribution of MRMCD produced instructional media. This involves about 40% of the total number of hearing impaired students in the MRMCD region.

The question most often asked is whether the various educators who participated in the MRMCD media programs do in fact use their media skills. Part III of this study is an attempt to answer this question.

Questionnaires were sent to all teachers, supervisors, and college level educators of the deaf who participated in MRMCD media institutes from 1966-1970. Although the questionnaires varied in content relative to the various professional roles of the participants, all of the forms had the same purpose. Were these educators of the deaf in fact using their media skills acquired in the MRMCD media institutes?

The following data was obtained from the questionnaires:

1. Of the summer media institute participants (1966-1970) who responded, 55% indicated that they were involved in both formal and informal activities to improve the use of instructional media in their entire school program. This included a variety of items such as conducting media workshops, helping to develop an IMC, requesting media software and hardware, becoming either part-time or full-time directors of their school IMC, and using educational media in their own teaching.

2. Of the supervising teachers (1969-1971) who responded, 84% indicated that they had made plans to improve the use of educational media in their entire instructional program. In addition, 76% of the supervisors had already accomplished one or more of the items they had planned.

3. Of the college educators (1968-1971) who responded, 88% indicated that they had made plans for improving the use of educational media in their entire teacher preparation program. In addition, 75% of the college educators had already accomplished one or more of the items they had planned.

At first glance, it appears that the supervising teachers and college educators as a whole are using their media skills more than the educators in the summer media institutes. However, it must be kept in mind that the vast majority of the summer media institute participants are teachers in the classroom, a position in which it is not always easy to affect curricular and methodological change. On the other hand, the supervisors and college educators are already in positions of leadership.

In summary, three points can be made regarding the Midwest Regional Media Center for the Deaf. First, the MRMCD has reached and will continue to reach a large number of educators of the deaf through the various media institutes, workshops and symposia. Secondly, these educators are in a position to influence and reach with their media skills a large number of hearing impaired students. And thirdly, a significant proportion of these educators are using their media skills to improve their educational program for the hearing impaired.

PART V

Survey Results

Description of Chart VII

The information in Chart VII provides a comprehensive picture of all the school programs for the deaf that the MRMCD has reached through their educational media training programs and/or the distribution of MRMCD produced instructional media. This chart is divided into two sections: the first (A) pertains to the school programs for the deaf in the MRMCD region, and the second (B) pertains to the school programs for the deaf outside of the MRMCD region.

As indicated in Part II, page 18, there are nine columns of data in Chart VII. The data in columns #1, #2, #3, #4, and #5 were compiled from the permanent records of the MRMCD. The data in columns #6 and #8 were taken from the Directory of Services: American Annals of the Deaf, 1966-1972. Column #7 was computed from the information in columns #6 and #8. The figures in column #9 were compiled from a special enrollment survey conducted by the MRMCD in May, 1971. The data in these nine columns were used to compute the five levels of MRMCD contact.

Listed below are detailed descriptions for each of the nine columns. Immediately following these descriptions is Chart VII.

Column #1: School Programs for the Deaf--Listed by States

This is a complete list of all school programs for the deaf that the MRMCD has reached through their educational media training programs and/or the distribution of MRMCD produced instructional media. The states are listed alphabetically in both sections A and B, with their respective educational programs for the deaf.

Column #2: Summer Institutes

This column indicates the number of educators from each school program for the deaf who participated in an MRMCD summer media institute, and the year they attended. A code system is used to distinguish the different types of educators:

T = Classroom Teacher
M = Media Specialist
L = Librarian
P = Principal
C = Coordinator

------ = *A line following one of the symbols indicates how long they stayed in that position before leaving. If no line appears, the MRMCD records indicate that they are still in that school program.*

* = *An asterisk over one of the symbols indicates that an educator who attended an MRMCD summer media institute has moved to that school program in that year.*

Column #3: Media Institutes and Symposia (Media Inst/Symp)

This column contains three types of information:

a. The number of supervisory personnel who have participated in an MRMCD Media Institute for Supervising Teachers of the Deaf (labeled Supr)

b. The number of media specialists who have participated in an MRMCD Institute for Media Specialists in schools for the deaf (labeled Med Sp)

c. The number of administrators and supervisory personnel that have attended one or more of the Symposia conducted by the MRMCD (labeled Adm/S)

Column #4: Media Workshops (Media Wkshps)

This column indicates in which school programs for the deaf that media workshops were conducted and the number of teachers in attendance. At the universities where media workshops were conducted, the attendance figures include both teachers from the area who participated and students in the education program. However, in computing the 3-L column (see Part II, page 21) only the teachers in attendance were counted. For example, at Illinois State University there were fifty-seven participants, consisting of thirty-seven from the education department and twenty teachers from the surrounding area. Only twelve of the twenty could be pinpointed as to where they taught, so only twelve teachers (Champaign and ISU) are computed for the media workshop at Illinois State University.

Column #5: Media Distribution (Media Dist)

This column indicates the school programs for the deaf that have MRMCD produced instructional media. There are four major MRMCD media productions that have been distributed:

WS--refers to a series of 75 8mm films entitled Withrow Noun Vocabulary Films. This series was designed to provide lipreading experience with basic nouns for pre-school hearing impaired children.

LR--refers to a series of 8mm sound films and a set of transparency masters entitled Left and Right.

FV--refers to a series of 8mm sound films and a set of transparency masters entitled Food Vocabulary. These films and transparency masters were planned for use in pre-school and lower elementary programs. This film series also provides independent study for speechreading skills.

NT--refers to the Nebraska Transparency Master Series. There are twenty-two different subject packets in this series:

I. *Anatomy - Part I*
II. *Anatomy - Part 2*
III. *Animals*
IV. *Clothing for Men*
V. *Clothing for Women*
VI. *Communication*
VII. *English - Children's Literature*
VIII. *English - Colloquial Expressions*
IX. *English - Comparative Adjectives*
X. *English - General*
XI. *English - Language Arts*
XII. *Foods*
XIII. *History*
XIV. *Holidays and Seasons*
XV. *Home Economics*
XVI. *Left and Right*
XVII. *New Elementary Math*
XVIII. *People and Places*
XIX. *Science*
XX. *Sports*
XXI. *Tools*
XXII. *Transportation*

These transparency masters are designed so that they can be used in their existing form, or modified to meet local curriculum needs. This transparency master series was planned for use throughout the entire elementary curriculum (K-8).

Column #6: Total Pupil Enrollment (Total Pupil Enroll)

This column lists the total student population of each educational program for the hearing impaired. These figures are taken from the Directory of Services: American Annals of the Deaf, 1966, 1967, 1968, 1969, 1970, 1971, 1972.

For the school programs that have had teachers trained in an

MRMCD summer media institute and/or media workshop, the pupil totals are taken from the year the teachers attended the MRMCD media program. These figures are not revised upwards to reflect increased student enrollment.

For the school programs that have had no teachers attend an MRMCD media institute or workshop; but have supervisors, media specialists, and/or administrators who have participated in an institute or symposia, the pupil totals are taken from the 1970 Directory of Services: American Annals of the Deaf.

Column #7: Pupil/Teacher Ratio (P/T)

This column shows the pupil/teacher ratio for each school program for the deaf. It is computed on the figures in column #6 and #8.

Column #8: Number of Teachers (No. of Tchrs)

This column lists the total number of teachers for each school program for the deaf. These figures are taken from the Directory of Services: American Annals of the Deaf, 1966, 1967, 1968, 1969, 1970, 1971, 1972.

The totals in this column were taken from the same Directory of Services: American Annals of the Deaf as their respective pupil totals in column #6 (see explanation for column #6).

Column #9: Elementary Enrollment Only* (Elem Enroll Only*)

This column lists the elementary enrollment (pre-school, K-8) for school programs for the deaf with pre-school, K-12 levels.

Since the Directory of Services: American Annals of the Deaf did not provide this breakdown, a special enrollment survey was conducted by the MRMCD in June, 1971. The figures in this column are taken from that survey.

Sources of Information

The data in this study were compiled from the following sources:

1. Permanent records of the MRMCD:
    - a. Summer Media Institute files (1966-1972)
    - b. College Teacher Institute files (1968-1971)
    - c. Supervising Teacher Institute files (1969-1971)
    - d. Media Specialist Institute files (1971-1972)
    - e. Symposia roster (1965-1972)

2. Mailing list for the distribution of MRMCD produced instructional media.

3. Follow-up questionnaires for:
    - a. Summer Media Institutes (1966-1969)
    - b. Summer Media Institute (1970)
    - c. Media Institutes for Supervising Teachers (1969-1971)
    - d. Media Institutes for College Educators (1968-1971)

4. Special enrollment survey conducted by the MRMCD, May, 1971.
   Purpose: To determine elementary enrollment (pre-school, K-8) in school programs for the deaf with pre-school, K-12.

5. Directory of Services: American Annals of the Deaf (1966,1967, 1968, 1969, 1970, 1971, 1972.)

135/136

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		VS	LR	FV	NT									
ILLINOIS																								
Alexander Graham Bell School								2		4					X	159		29			X-159		X-159	
Black Hawk Hearing Handicapped Program					T——			1		2	Wk-8				X	39	5/1	8		10	X- 39	39	X- 39	X- 39
Champaign					T			1		1	Wk-6 at ISU	X	X	X		56	7/1	8		21	X- 56	42	X- 56	X- 56
Des Plaines (N.W.Sub.Sp.Ed.)										1						111					X-111			
East St. Louis Pub. Schools								1													X			
Elim Christian, Palos Hts.				T											X	28	6/1	5		24			X- 28	
Illinois School for the Deaf		T——	——	T,M		T		2	2	5	Wk--7 Supr. Only	X	X	X	X	473	6/1	81	317	48	X-473	42	X-317*	X-473
Illinois St. Univ.(lab school)					M						2 Wk-97				X	30	6/1	6				30	X- 30	
Lake-McHenry Regional Program			T					1	1	1					X	103	7/1	15		35	X-103		X-103	
Jacques Marquette, Chicago		P									See Chicago	X				95	6/1	16				X	X- 95	
Educat. Reg. Asso., Joliet								1													X			
Morrill Elementary School		T	T					1		2	See Chicago	X			X	73	9/1	8		99	X- 73	X	X- 73	X- 73
North-N.W. Prog., Park Ridge								1		1					X	172		45			X-172		X-172	

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
ILLINOIS cont'd																								
Northern Sub. Association								1		1		X			X	96	6/1	17			X- 96		X- 96	
Northern Illinois University									1		Wk-10 See NW													
Northwestern Ill. Sp. Ed. Regional Program					T—	—	T	4		5	2 Wk-50				X	177	5/1	39		10	X-177	100	X-177	X-177
Northwestern University											2 Wk-57				X									
Perry Elementary School			T					1		2	See Chicago				X	66	6/1	11		30	X- 66		X- 66	
South Metro. Asso., Homewood					T			2		2					X	170	7/1	26		21	X-170		X-170	
St. Timothy Day Classes, Chicago					T								X	X		27	7/1	4		21				
West Sub. Assp. for Hearing Impaired			T,T—	—	T	T		1	1	2	Wk-30	X	X	X	X	303	8/1	36		96	X-303	240	X-303	X-303
Ella F. Young Elementary, Chicago					*T											132	6/1	22		18				
Chicago Public Schools											Wk-106					758	7/1	106				758		
INDIANA																								
Indiana School for the Deaf		L		*T,T	T			1	2	6	Wk-108	X	X		X	617	6/1	108	417	66	X-617	617	X-417*	X-617

139/140

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
INDIANA cont'd																								
Ball State University											Wk-22				X									
South Bend Community Corp.					T											15	4/1	4		12				
Tradewinds Rehab. Ctr., Gary								1		1						14		4			X- 14			
IOWA																								
Hope Haven School				T	—	T		1		1	Wk-5				X	15	3/1	5		9	X- 15	15	X- 15	X- 15
Iowa School for the Deaf	T,T	T,T	T	T,T		T		2	2	17	Wk-65	X	X	X	X	385	5/1	71	227	205	X-385	325	X-227*	X-385
Wilson Elementary, Davenport								1		1						19		3	19		X- 19			
Waterloo (Black Hawk & Longfellow)								1		1					X	11	6/1	2			X- 11			
KANSAS																								
Kansas School for the Deaf	M,T	T,T	T	T	T					13	2 Wk-45	X	X	X	X	323	6/1	49	169	186	X-323	270	X-169*	X-323
Univ. of Kansas Medical Ctr.											6-See KC,Mo.				X									
MICHIGAN																								
Berrien Co. Day School										2					X	92	4/1	21			X- 92		X- 92	

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
MICHIGAN cont'd																								
Branch Co. Inter., Coldwater										1											X			
Constantine Pub. Schools, Riverside Elementary							T									16	5/1	3	16	5				
Crissman Ele. School, Utica						T										21	7/1	3		14				
Detroit Day Sch. for the Deaf										1		X	X	X	X	314			260		X-314		X-260*	
Douglas Ele. Sch., Garden City								1		1						35	6/1	6			X- 35			
East Lansing Michigan Pub. Sch.											Wk-20				X									
Ferndale Board of Education										1					X	30	5/1	6			X- 30		X- 30	
Grand Rapids Pub. Schools											Wk-30													
Hillcrest School, Kalamazoo								1								59					X- 59			
Howard Crull, Port Huron				T—											X	19	5/1	4		10			X- 19	
Ida Pub. Schools (Monroe Co.)								2		1					X	69	8/1	9			X- 69		X- 69	
Kalamazoo Public Schools											Wk-12				X									
Kellogg Elementary, Battle Crk.															X	34							X- 34	
Macomb Co. Inter. Sch. Dist.								1		2					X						X			
Jackson Public Schools										1					X	36	9/1	4			X- 36		X- 36	

141/142

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
MICHIGAN cont'd																								
Lakeview Public Schools								1		2						73	8/1	9			X- 73			
Lutheran School for the Deaf										2		X	X	X	X	113	7/1	17			X-113		X-113	
Marquette Ele., Muskegon							T								X	48	8/1	6		8			X- 48	
Michigan School for the Deaf						T			2	4	Wk-65	X	X	X	X	387	6/1	65	257	12	X-387	387	X-257*	X-387
Oakland School, Pontiac								1		2					X	22	3/1	7			X- 22		X- 22	
Portage Pub. Schs., Portage						T					Wk-30		X	X	X								X	
Shawnee Park Oral, Grand Rapids	T											X			X	81	5/1	16		10	X- 81		X- 81	
St. Joseph Co. Inter., Centerville								2													X			
West Hills Jr.H., Bloomfield										1						94	6/1	16			X- 94			
MINNESOTA																								
Jefferson School, St. Paul								1		1						131		50			X-131			
Lincoln Ele., Duluth								1							X	16	4/1	4			X- 16			
Minneapolis Public Schools (Emerson, Marshall High, etc)	T	T								2	Wk-30	X	X	X	X	274	7/1	39	177	91	X-274	210	X-177*	X-274
Minnesota School for the Deaf	T	T,T		T			T	3	1	11	Wk-46	X	X	X	X	279	6/1	48	156	144	X-279	276	X-156*	X-279

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
MINNESOTA cont'd																								
St. Paul Tech. Vocational										2						40	13/1	3			X- 40			
Tilden Pre-School, St. Paul											Wk-6				X									
MISSOURI																								
Central Institute for the Deaf								1	1	3	Wk- 40				X	169	5/1	33			X-169	169	X-169	
Kansas City Day Classes				T						1	Wk- 19				X	65	5/1	12		20	X- 65	65	X- 65	X- 65
Missouri School for the Deaf		T		T						3	Wk- 51	X	X	X	X	358	7/1	49	103	70	X-358	358	X-103*	X-358
St. Joseph Institute for Deaf					T					2	Wk- 38	X	X	X	X	172	4/1	41		12	X-172	152	X-172	X-172
Woodhaven Lrng. Ctr., Columbia								1		1						15					X- 15			
NEBRASKA																								
Central Nebr. Hrg. Center, Grand Island															X	8							X- 8	
Nebraska School for the Deaf	T,T	T,M	T	T,T	T,T	T	T	2	1	8	Wk- 32	X	X	X	X	173	6/1	30	128	252	X-173	173	X-128*	X-173
Omaha Hearing School	P			*T	T —			1		2					X	27	5/1	5		30	X- 27		X- 27	
Omaha Public Schools, Sp. Ed.							T									11	6/1	2		6				
Prescott Elementary School	T	T						1		8		X	X	X	X	37	5/1	7		65	X- 37		X- 37	
NORTH DAKOTA																								
North Dakota School for the Deaf		M				T	T	2	3	3	Wk- 19				X	105	6/1	16	75	18	X-105	105	X- 75*	X-105

145/146

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
SOUTH DAKOTA																								
South Dakota School for the Deaf		T	T		T				2	3	Wk-23				X	131	6/1	21	83	84	X-131	131	X- 83*	X-131
WISCONSIN																								
Green Bay School				T											X	60	7/1	9		28			X- 60	
John Marshall High	T														X	48	10/1	5		70			X- 48	
Kenosha				T											X	17	6/1	3		24			X- 17	
Lincoln Jr. H., LaCrosse			T												X	30	6/1	5		30			X- 30	
Madison Pub. Schs. (Glendale)						T									X									
Oshkosh High School						T										90	7/1	12		21				
Sheboygan Pub. Schools								1		1						17	4/1	4			X- 17			
St. John's School for the Deaf	T,T		T	T	T	T	T		1	1					X	147	7/1	21		203	X-147		X-147	
Univ. of Wisconsin (SEIMC) at Milwaukee				M							Wk-57				X					M	X		X	
Univ. of Wisconsin at Stevens Point											Wk-18													
Wisconsin School for the Deaf	T	T		T	T			1	2	5	Wk-33	X	X	X	X	207	6/1	37	95	72	X-207	198	X- 95*	X-207
TOTALS																				2,180	7,133 X= 56	4,702	5,343 X= 50	4,612 X= 20

147/148

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
ALABAMA																								
Alabama Institute for the Deaf										5						39					X- 39			
ALASKA																								
Alaska Treatment Ctr., Anchorage										1					X	10		5			X- 10		X- 10	
Central Jr. High School, Anchorage						T										37	5/1	7		10				
ARIZONA																								
Arizona State School for the Deaf	T	T			T*		T		2	3		X	X	X	X	287	7/1	38	134	119	X-287		X-134*	X-287
ARKANSAS																								
Arkansas School for the Deaf						T				3		X	X	X	X	314	5/1	70	140	10	X-314		X-140*	X-314
Arkansas Rehabilitation Ctr., Hot Springs										2											X			
CALIFORNIA																								
Alhambra High School			T——										X	X	X	119	7/1	18	101	14			X-101*	
Alum Rock, San Jose				T*												45	5/1	10		10				
Anaheim Union H.S.,LosAlamitos															X	59		10					X- 59	

149/150

Columns: #1 #2 #3 #4 #5 #6 #7 #8 #9 Levels of MRMCD Contact

School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
CALIFORNIA cont'd																								
Beresford School, San Mateo										1						47					X- 47			
California School for the Deaf, Berkeley	T					T			1	2		X	X	X	X	472	6/1	79	327	54	X-472		X-327*	X-472
California School for the Deaf, Riverside	TJ									4		X	X	X	X	584	7/1	84	357	98	X-584		X-357*	X-584
Downey High School				C												103	6/1	16		C				
Fresno State College															X	10	[illegible]	4					X- 10	
Hayward Unified				T												48	4/1	11		16				
Hollywood High School							T									25	8/1	3		8				
Jersey Ave. School, Santa Fe Springs						T										30	6/1	5		12				
John Tracy Clinic							T			3					X	24	4/1	6		4	X- 24		X- 24	X- 24
Lawndale School, Los Angeles			T													56	6/1	9		30				
Longfellow Sch., Long Beach															X	74							X- 74	
Lyndale Elementary, San Jose			T												X	45	5/1	10		25			X- 45	
Madera County Schools					T										X	6	6/1	1	6	18			X- 6*	
Marlton School for the Deaf					M					5		X	X	X	X	156	6/1	27		M	X-156		X-156	X-156
Mary Bennett School	T	T						1		1		X			X	150	6/1	24		78	X-150		X-150	X-150
Mesa Elementary, Los Angeles			T—													79	8/1	10		8				

1511152

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
CALIFORNIA cont'd																								
Oakland, St. Joseph School for the Deaf						T										30	6/1	5		12				
Pasadena Unified Schools															X	40		10					X- 40	
Porterville State Hospital	T——															12	6/1	2		18				
Riverside Schools					T											17	4/1	4		12				
San Diego Unified Schools (Anderson, etc.)															X	176		32					X-176	
San Francisco Unified Schools (Lincoln, etc.)															X	114							X-114	
Southwest School for the Deaf, Lawndale										1					X	56	6/1	10			X- 56		X- 56	
Starr King Exceptional, Carmichael				T					1						X	95	8/1	12		32	X- 95		X- 95	X- 95
Stockton, Cleveland Elementary						T					1					43	7/1	6	43	14	X- 43			
Sunkist School, Covina					T										X	79	8/1	10		24			X- 79	
Union High School, Anaheim					*T										X	90	7/1	13		21			X- 90	
Westwood Elementary, Concord			T												X	53	7/1	8	53	35			X- 53*	
Whitmore, Ceres Unified			T		T										X	55	5/1	11		40			X- 55	

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
CALIFORNIA cont'd																								
William Shepard, San Jose			T—												X	73	9/1	8		9			X- 73	
COLORADO																								
Colorado School for the Deaf and the Blind	T		T——	——	*T	T	T	2		2		X	X	X	X	220	6/1	40	109	90	X-220		X-109*	X-220
Jefferson County Schools (Lakewood)				T—		T									X	75	8/1	15		24			X- 75	
Univ. of Northern Colorado Lab School (Weld Co. 6)							T						X	X		28	9/1	3		9			X- 28	
CONNECTICUT																								
American School for the Deaf										3		X			X	489			364		X-489		X-364*	
Mystic Oral School										1						192		29			X-192			
DELAWARE																								
Margaret S. Sterck School for the Deaf										3					X	92					X- 92		X- 92	
DISTRICT OF COLUMBIA																								
Kendall School for the Deaf		*T		M				1	1	7		X	X	X	X	215	4/1	48	165	24	X-215		X-165*	X-215

155/156

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
DISTRICT OF COLUMBIA cont'd																								
Model Secondary School for the Deaf										2						91					X- 91			
FLORIDA																								
Dade County, Miami										1		X			X	255			192		X-255		X-192*	
Florida School for the Deaf	T						T	3		4					X	537	5/1	101	411	40	X-537		X-411*	X-537
Robert McCord Oral School, Tampa										1						60					X- 60			
Seminole Heights Elementary, Tampa							T								X								X	
Tampa Oral School for the Deaf							T	1		1						62	4/1	18		4	X- 62			
GEORGIA																								
Georgia School for the Deaf										2		X	X	X	X	534			490		X-534		X-490*	
HAWAII																								
Hawaii School for the Deaf			T		T		T	1		1					X	143	7/1	21	135	63	X-143		X-135*	X-143
IDAHO																								
Idaho School for the Deaf		T	T	T						4		X			X	109	4/1	29	67	60	X-109		X- 67*	X-109

157/158

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
KENTUCKY																								
Atherton & Jefferson Vocat. School, Jeffersontown							T									15	5/1	3		5				
Kentucky School for the Deaf										2					X	318			154		X-318		X-154*	
LOUISIANA																								
Chinchuba Institute for the Deaf, Marrero	T,P											X	X	X	X	112	7/1	16	93	49			X- 93*	
Louisiana State School for the Deaf, Baton Rouge						T		1		4		X	X	X	X	363	6/1	57	216	12	X-363		X-216*	X-363
Louisiana State School for the Deaf--Southern University, Baton Rouge							T									175	7/1	24		7				
MAINE																								
Governor Baxter School for the Deaf										2					X	171			119		X-171		X-119*	
MARYLAND																								
Maryland School for the Deaf										2		X			X	344			138		X-344		X-138*	
Sussex Elementary School, Essex						T										117	7/1	17	117	14				

Columns: #1 #2 #3 #4 #5 #6 #7 #8 #9 Levels of MRMCD Contact

School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
MASSACHUSETTS																								
Beverly School for the Deaf										2					X	104		13			X-104		X-104	
Boston School for the Deaf										5		X	X	X	X	304			240		X-304		X-240*	
Clarke School for the Deaf										2			X	X	X	220					X-220			
Learning Center for Deaf Children, Framington										2						22					X- 22			
Worcester County Hearing Ctr.										1						12					X- 12			
MONTANA																								
Montana School for the Deaf	T	T								2					X	106	6/1	17	66	78	X-106		X- 66*	X-106
NEW HAMPSHIRE																								
Crotched Mountain School, Greenfield										2					X	138					X-138		X-138	
NEW JERSEY																								
Bruce Street School										1		X	X	X	X	93					X- 93		X- 93	
Hackensack Program for the Deaf							T						X	X	X	104	7/1	16		7			X-104	
Marie Katzenbach School for the Deaf								1		3		X	X	X	X	558			358		X-558		X-358*	

Columns: #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 | #9 | Levels of MRMCD Contact

School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
NEW MEXICO																								
New Mexico School for the Deaf		T						1		2		X	X	X	X	251	5/1	38	213	24	X-251		X-213*	X-251
NEW YORK																								
Cleary School for the Deaf										2						62					X- 62			
French Hill Elementary, Yorktown Heights						T										19	6/1	3		12				
Lexington School for the Deaf										4					X	339			225		X-339		X-225*	
National Technical Institute for the Deaf-Rochester										7					X	173					X-173		X-173	
New York State School for the Deaf at Rome							T									240	5/1	52		5				
New York State School for the Deaf at White Plaines				T						5		X			X	299	5/1	57	209	20	X-299		X-209*	X-299
Mill Neck Lutheran School for the Deaf										3					X	121			90		X-121		X- 90*	
Rochester School for the Deaf						T				1		X			X	295	6/1	48	200	12	X-298		X-200*	X-298
School for Language & Hrg. Imp. Children, New York City									1						X	1565		102			X-1565		X-1565	
St. Francis DeSales School for the Deaf										2					X	120			66		X-120		X- 66*	
St. Mary's School for the Deaf							T			5		X	X	X	X	310	4/1	70	218	4	X-310		X-218*	X-310

163/164

165/166

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
NORTH CAROLINA																								
Governor Morehead School										2					X	145			51		X-145		X- 51*	
North Carolina School for the Deaf, Morganton					T—		T	1		10		X			X	562	7/1	83	389	14	X-562		X-389*	X-562
OHIO																								
Alexander Graham Bell, Cleveland Public Schools								1		2		X	X	X	X	175			168		X-175		X-168*	
Cincinnati Public Schools (Clifton, etc.)										4					X	273			112		X-273		X-112*	
Columbus Day Classes for the Deaf										1		X				255			220		X-255		X-220*	
Kennedy School for the Deaf										1					X	326					X-326		X-326	
Lakewood Oral										1						89					X- 89			
Kent Public Schools										1						40					X- 40			
Program Hearing Impaired, Nobel School, East Cleveland										1					X						X		X	
St. Rita School for the Deaf										2					X	99					X- 99		X- 99	
Youngstown Public Schools										1						49					X- 49			

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
OKLAHOMA																								
Jane Brooks School for the Deaf, Chickasha															X	113							X-113	
Oklahoma City Public Schools							T			1			X	X	X	38	5/1	7		5	X- 38		X- 38	X- 38
Oklahoma Medical School								1		4					X	63	6/1	11			X- 63		X- 63	
Oklahoma School for the Deaf, Sulpher										1		X	X	X		247			138		X-247		X-138*	
OREGON																								
Hosford Deaf School, Portland				*P						1		X			X	96	7/1	13		P	X- 96		X- 96	X- 96
Eugene Regional Facility for the Deaf			T—												X	12	6/1	2		6			X- 12	
Oregon State School for the Deaf, Salem	T	T	T	T	T	T		2		5		X	X	X	X	298	6/1	51	233	162	X-298		X-233*	X-298
Portland Public Schools			T							1					X	33	5/1	6		25	X- 33		X- 33	X- 33
Salem Public Schools, (H.S. and Leslie Jr. H.S.)							T								X	11	11/1	1		11			X- 11	
Tucker-Maxon Oral School								1		3		X	X	X	X	72	6/1	12			X- 72		X- 72	
PENNSYLVANIA																								
Archbishop Ryan Memorial Inst. for the Deaf, Philadelphia							M								X	54	4/1	13		M			X- 54	

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
PENNSYLVANIA cont'd																								
Pennsylvania School for the Deaf										3		X	X	X	X	585			388		X-585		X-388*	
Western Pennsylvania School for the Deaf										2		X	X	X	X	535			456		X-535		X-456*	
RHODE ISLAND																								
Rhode Island School for the Deaf, Providence															X	150		25					X-150	
TENNESSEE																								
Tennessee School for the Deaf		M								5		X			X	376	5/1	69	198	M	X-376		X-198*	X-376
TEXAS																								
Brazosport Indep. Schools							T						X	X	X	7	7/1	1		7			X- 7	
Callier Hrg. Ctr. & Pilot Sch.										2			X	X	X	148					X-148		X-148	
Dallas County Wide Day School										3		X	X	X	X	208			177		X-208		X-177*	
Northlake Elementary, Richardson							T													T				
Sunshine Cottage, San Antonio										1						56					X- 56			

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
TEXAS cont'd																								
Lamar Elementary School, Midland						T										14	7/1	2		14				
Tarrant County Day School							T			1		X	X	X	X	156	8/1	21		8	X-157		X-157	X-157
Texas School for the Deaf						M				8		X			X	723	7/1	105	444	M	X-723		X-444*	X-723
Houston School for Deaf Children										1						40					X- 40			
UTAH																								
Utah School for the Deaf	T		T			T				1		X			X	186	4/1	27		56	X-186		X-186	X-186
VERMONT																								
Austine School, Brattleboro										1					X	126					X-126		X-126	
VIRGINIA																								
Virginia School for the Deaf							T		2	7		X	X	X	X	360	6/1	64	253	6	X-360		X-253*	X-360
WASHINGTON																								
Bellingham				T											X	12	6/1	2		24			X- 12	

170/172

Columns: #1	#2							#3			#4	#5				#6	#7	#8	#9	Levels of MRMCD Contact				
School Programs for the Deaf--Listed by States	Summer Institutes							Media Inst/Symp			Media Wkshps	Media Dist				Total Pupil Enroll	P/T	No. of Tchrs.	Elem Enroll Only*	1-L	2-L	3-L	M-L	C-L
	66	67	68	69	70	71	72	Supr	Med Sp	Adm/S		WS	LR	FV	NT									
WASHINGTON cont'd																								
Birney & Baker Jr. Highs, Tacoma			T	T											X	98	6/1	16		54			X- 98	
Greenlake Elementary, Seattle															X	145		23					X-145	
Richland Public Schools					T											22	7/1	3		21				
Seattle Sp. & Hrg. Center						T				2					X	50	10/1	5		20	X- 50		X- 50	X- 50
Washington School for the Deaf (Vancouver)		T	T							2		X	X	X	X	329	4/1	74	246	44	X-329		X-246*	X-329
WEST VIRGINIA																								
West Virginia School for the Deaf										1		X	X	X	X	182			149		X-182		X-149*	
WYOMING																								
Wyoming School for the Deaf	T	T	T——	T	T					2			X	X	X	51	6/1	8	50	132	X- 51		X- 50*	X- 51
TOTALS																				1,897	18,539 X= 84		15,002 X= 95	8,192 X= 32

178/174

APPENDIX C

Production Report
September 1966 - August 1974

PRODUCTION REPORT

of

The Midwest Regional Media Center
for the Deaf

A Project Supported by

MEDIA SERVICES AND CAPTIONED FILMS

Bureau of Education for the Handicapped

U.S. Office of Education

Department of Health, Education and Welfare

Washington, D.C.

Compiled and Prepared by
Robert L. LaGow
Assistant Director/
Coordinator of Production

PRODUCTION REPORT

Learning Lab for the Hard of Hearing

Production Began: June, 1963

Production Finished: April, 1964

Funding: Project number OE3-16-044, N.D.E.A., Title 7-B, Educational Media Branch, U.S.O.E., Final Report, December 1965

Films (Materials) Included: 25 films were produced for use in the 8mm Fairchild Cartridge. A test booklet was produced for use with the Foods series. The 25 films comprise three complete sets of films.

Set I - Lipreading, Four Beginning Vocabulary Words, Films No. 2 through 13

Set II - Left and Right Series, Films No. 14-19

Set III - Foods Series with test booklet, Films No. 20-25

Disposition: Several sets of films have been reproduced for use in "try out" projects. Sets of films have been printed and forwarded to MSCF, the Institute of Logopedics and the Illinois School for the Deaf at their own cost.

The MRMCD revised one film in this series and added two new ones. (This revision is noted on a following page.) In early 1971, the MRMCD, acting in concert with MSCF, released 50 copies of these films as multi-media kits. Two kits were released, containing the following films and materials:

Left and Right Series:

1. Hands
2. Directions
3. Bicycle Shoes
4. Place Setting
5. Left and Right Test

Set of Transparencies from the Nebraska Transparency Series on Left and Right
Teacher's Guide
Left and Right Response Boxes (2)

Foods Series:

1. Breakfast
2. Lunch
3. Dinner
4. Cafeteria Review
5. Foods Test #1
6. Foods Test #2
7. Foods Test #3
8. Foods Test #4

Foods Test Book
Teacher's Guide

Note that not all the films mentioned in the report were used in the final series that was released. The remaining films are considered experimental and are less useful as learning experiences.

The original materials for these films are presently located at Capitol Film Labs in Washington, D.C.

* *

Materials Description:

The "Learning Lab for the Hard of Hearing" series was undertaken as a project to determine if one of the new media (8mm sound films and cartridges) could provide independent study opportunities for the acoustically handicapped child to practice lipreading skills. This study, instituted in 1963, was a search for a system which would allow increased observation of lip movements without limiting the child to only those situations which are face-to-face. This was not an attempt to teach lipreading without the assistance of a classroom teacher, but was a plan to establish a laboratory for the student to practice lipreading lessons assigned by the teacher.

Filmed material, which was a continuation of regular classroom teaching, and which utilized accepted techniques for teaching lipreading to the acoustically handicapped, was not available at the beginning of this study. As a part of the over-all project, twenty-five instructional films were planned and produced. These films were designed to test the feasibility of such a laboratory system by requiring selected response patterns from the student. Three approaches to lipreading vocabulary were emphasized. One set of films stressed single words; one set stressed a group of related words simultaneously; one set stressed a concept with its associated words. Each set included these instructional elements:

1. Presentation (requiring observation of lip movement);
2. Review (requiring observation of re-grouped materials); and
3. Response (requiring overt action verifying lipreading comprehension).

As the series progressed, the responses elicited became more sophisticated. In the first set, the child responded directly to instruction by touching objects placed in the booth with him. In the second set, the response is indirect, as the child pushes a button to indicate his choice. In the third set, the child is led through the film through a pictorial paper-and-pencil test of multiple-choice form.

Every effort was made during the design and production of these materials to require an overt response by the student while using the materials. The materials that were finally released included a set of transparencies which aided the teacher in the instruction of the specific vocabulary taught in the unit, and a response box which was designed to be assembled from cardboard, which allowed the student to make responses in regard to situations involving the "Left and Right" films.

Since fifty sets of films were released and distributed to selected schools for the deaf by the Media Distribution Service of Media Services and Captioned Films, there is very little need for additional materials to be made available to schools at this time. However, it may be true that those schools who found good use for the films may wish replacement footage (8mm) or replacement cartridges for continued use in their programs. To serve this need, the materials should be available for reprints as required.

PRODUCTION REPORT

LLHH Revision

Production Began: January, 1966

Production Finished: November, 1966

Funding: Project Number OE3-19-049, Captioned Films for the Deaf, U. S. O. E.

Films (Materials) Included: Two test films for the Food Series: to be used with foods test booklet (Films No. 24 and 25)

Disposition: (See Learning Lab for the Hard of Hearing) These films were designed for inclusion in the LLHH series and are available for release.

The original materials for this project are presently located at Capital Film Labs, Washington, D. C.

* *

Materials Description:

This contract item is noted separately because it consisted of the re-make of several films for the LLHH series. The films which were remade were eventually included as part of the materials which were released under the LLHH project, and do not constitute an additional project or media unit.

PRODUCTION REPORT

Vocabulary Speechreading Films, No. 1001 to 1075

Production Began: January, 1966

Production Finished: November, 1966

Funding: Project Number OE6-19-049, Captioned Films for the Deaf, U. S. O. E.

Films (Materials) Included: 74 Vocabulary Speechreading films and one test film (1070)

Disposition: At the direction of MSCF, the MRMCD sent the original materials to the Technicolor Corporation in Los Angeles, and assisted MSCF in the management of production of 100 sets of films. MSCF undertook all the distribution and field testing responsibilities for these films. Included in this effort was the distribution of 200 Technicolor 1000 8mm projectors to go with each set of films. Dr. Frank Withrow conducted the field testing of these materials and is the individual to be consulted for information about those activities.

The original materials for this project are presently located at Technicolor Labs in Los Angeles, California.

* *

Materials Description:

The films that are involved in the Vocabulary Speechreading set, including the first seventy-five films and the additional films which were added to the set, were designed with the following instructional objectives:

1. Under independent conditions, the pupil will be able to operate a simple stimulus-response sequence using a cartridge-loading movie projector, with 100% effectiveness;

2. In carrels, under independent study conditions, the pupil will be able to lipread 90% of the nouns presented by the film teacher, and make an appropriate manipulative response, i.e. to write the word or identify a picture;

3. Under independent study conditions, the pupil will recognize 90% of the verbal symbols (spoken word, printed word, cursive form of the word) and associate them with the pictorial form of the word.

The learning model upon which these films are based uses a paired associate format. The blue-colored leader is used as a "ready" signal which cues the pupil to look and listen for a stimulus; the stimulus is the film teacher's speech. A red-colored leader then appears and cues the pupil to stop the film and make a response. Responses may be written or multiple-choice, depending upon the response format desired by the teacher and appropriate for the pupil. Responses are confirmed by pictures, speech, print and cursive writing. Reinforcement is provided through manipulation of the learning environment by the pupil. A basic aspect of the design of this learning set is that it provides repetition and saturation of the information to be learned.

There are ninety-nine single-concept movie-pack cartridges in this release of this film series. The first five films, 1001 through 1005, are designed as introductory films with highly contrasting visual and auditory characteristics, which give the pupil a maximum chance for correct responses. There are three hundred and forty-eight nouns in the complete series of films. These nouns were selected from lists used by teachers of the deaf. Films 1001 through 1069 represent the basic portion of the series. Each of these films has eighteen stimulus-response cycles. No more than ten different nouns appear in any single film; generally no more than four new nouns are introduced in any single film.

Each film, therefore, has a set of ten possible nouns, four of which are new and six of which are repetitions of previously introduced nouns. Each noun appears approximately five times in the entire series.

There are twelve film teachers in the series. The film teacher in any one film remains the same person, but may vary from film to film; the confirmation speakers may vary within as well as among films. This design gives the child flexibility with respect to speakers that he lipreads. The speaker presents each noun stimulus at least once in full face, in three-quarter face, in profile, and within a lead sentence. Confirmation response may vary in complexity: in one sequence the speaker may say the word, point to the picture and to the printed and cursive forms of the word, and then repeat the word; in another sequence, the response shows a picture, the printed word and the written word, and the word is repeated vocally off-screen.

Films 1076 through 1092 are somewhat more complex than the previous films. Questions are asked during the stimulus section of the cycle. These are simple questions which may be answered with a single word or short phrase. Films 1070A through 1070H are designed as test films, without confirmation responses. They may be used as secondary measures of success with these films.

These films are designed to supplement regular classroom instruction. However, the initial presentation of the noun may be made in traditional group settings. The teacher or the pupil may select the films which may correlate and reinforce the curriculum being studied. Because of the wide variability of individual differences, it is not feasible to develop a response film that does not require stopping the projector. Through conditioning the child to use the projector in this fashion, the child may control his pace of learning. The films may be used as often as necessary, or as long as interest dictates.

Ideally, these films should be used with very young children during their preschool years, i.e. three to four years of age or even younger, since the design of the films attempts to stimulate the "naming stage" of language development. For review purposes, the films may be used during subsequent years, and could be used for remedial work at all age/grade levels.

Media Services and Captioned Films has released one hundred sets of these films (and Technicolor 1000 projectors) to selected schools for the deaf through the Media Distribution Service. The Midwest Regional Media Center for the Deaf does not recommend additional distribution of these materials, but would suggest that the materials be made available so that replacement footage and films can be provided to schools, as required by them, at cost.

PRODUCTION REPORT

Vocabulary Speechreading Films Revision
(Addition to Series)

Production Began: January, 1967

Production Finished: September, 1967

Funding: Project Number OEC-3-7-000199-0199, Captioned Films for the Deaf, U. S. O. E.

Films (Materials) Included: Films 1076 to 1092 (16 films) a continuation of the previous 75 films in the Vocabulary Speechreading Series.

Disposition: These films were forwarded to Capital Labs, (Fall, 1969) Washington, D.C. at the request of MSCF and have been printed for release. MRMCD does not know the number of prints that are to be made or the extent of the distribution.

PRODUCTION REPORT

Speechreading Vocabulary Test Films

Production Began: December, 1966

Production Finished: February, 1967

Funding: Project Number OEC-3-7-000199-0199, Captioned Films for the Deaf, U. S. O. E.

Films (Materials) Included: Films (1070B to 1070F) five films

Disposition: These films were forwarded to Capitol Labs, Washington, in the Fall of 1969 along with the Speechreading Vocabulary films 1076 to 1092. The comments on the 1076 to 1092 films apply to this set of films as well.

PRODUCTION REPORT

Vocabulary Speechreading Films -- Fingerspelling Revision

Production Began: September, 1966

Production Finished: May, 1967

Funding: Project Number OEC-3-7-000199-0199, Captioned Films for the Deaf, U.S. O. E.

Films (Materials) Included: 10 Films designed for use in the silent cartridge Technicolor projector.

Disposition: A larger number of films has been planned for inclusion in this set. MSCF determined the need for the Cued Speech series after the contract had been assigned and at the direction of MSCF, MRMCD allocated funds from this project to fund the Cued Speech films produced as part of contract DE6-19-049.

These films are available for release but funds have not been made available for distri-ution. These films have not been field tested or evaluated.

Original materials for this project are located at Capital Film Labs, Washington, D.C. 3 release prints have been made of this set and are available for viewing from MRMCD.

* * *

Materials Description:

These films were produced and forwarded to Media Services and Captioned Films, Dr. Frank Withrow, for the purpose of field testing by him to find out if it would be possible to use the same format in situations where fingerspelling needed to be taught. The results of the field test were negative.

PRODUCTION REPORT

Cued Speech

Production Began: December, 1966

Production Finished: May, 1967

Funding: Project Number OEC-3-7-000199-0199, Captioned Films for the Deaf, U. S. O. E.

Films (Materials) Included: 31 silent standard 8mm films designed for use with the silent, cartridge, Technicolor projector.

Disposition: At the direction of MSCF, these films were forwarded to Technicolor Corp., in Hollywood for release printing. About 100 (?) sets of films were reproduced and sent to Dr. R. Orin Cornett at Gallaudet College for use in a Summer Institute program dealing with Cued Speech. These films are still being used in various programs for the deaf in the United States and it does not seem likely that additional sets will be required now or in the near future.

It is recommended that the original materials be turned over to Dr. Cornett for eventual disposition by him.

The original materials for this project are presently located at Technicolor Labs, Los Angeles, California.

* *

Materials Description:

This set of materials was designed specifically by and for Dr. R. Orin Cornett, of Gallaudet College, for use by him in situations where he taught his system of cued speech. All materials that have been distributed have been distributed by Dr. Cornett, and no further disposition of the materials is recommended.

PRODUCTION REPORT

Cued Speech

Production Began: December, 1968

Production Finished: April, 1969

Funding: Project Number OEC-3-7-000199-0199-(019)

Films (Materials) Included: 18 films for the Technicolor 1000 sound Super 8 projector.

Disposition: At the direction of MSCF the original materials were turned over to Capital Labs, Washington, D. C., for release printing. At this time MRMCD is not aware of the number of release prints that have been made or of the distribution of these films. Further disposition of these materials may not be required. Dr. R. Orin Cornett of Gallaudet College has suggested that the original materials be turned over to him for further release printing.

The original materials for this project are presently located at Capital Film Labs, Washington, D. C.

PRODUCTION REPORT

Experimental Language Series Verb Films

Production Began: I "Dad's New Truck" - May, 1968
II "Mother & Sue Fix Breakfast" - January, 1968
III "New Shoes" - October, 1967

Production Finished: I "Dad's New Truck" - November, 1969
II "Mother & Sue Fix Breakfast" - December, 1967
III "New Shoes" - December, 1967

Funding: Project Number OEC-3-7-000199-0199, Captioned Films for the Deaf, U. S. O. E.

Films (Materials) Included: Three films as titled above.

Disposition: These experimental films explored different ways to caption instructional films. Three different methods were tried for captioning speech as quotations. The films are available for viewing in either the Fairchild Standard 8 format or the Technicolor Super 8 format. These films were evaluated during the 1971-1972 contract year. These films were not released for national distribution.

Original materials are located at Calvin Labs, Kansas City, Missouri.

PRODUCTION REPORT

Experimental Language Series - Preposition Films

Production Began:
I -
II - June, 1968
III - February, 1968

Production Finished:
I -
II - Not complete - work stopped, January, 1969
III - November, 1968

Funding: Project Number OEC-3-7-000199-0199, Captioned Films for the Deaf, U.S.O.E.

Films (Materials) Included: 3 films entitled Preposition Films I, III, and III.

Disposition: The success of the noun vocabulary films led to experimental productions of films developed to teach prepositions and verbs. These preposition films with different approaches were produced. Preposition films I and II did not appear suitable for release after validation testing.

Preposition film III was tested and found to be quite suitable. It was a film designed to be self-instructional so that the deaf learner could teach himself. Correct responses were indicated as part of the film. The single film was never released because it was to be part of a series. The series was never funded. Preposition film III is available in both a Fairchild Standard 8mm and Technicolor Super 8mm cartridge.

Original materials are located at Calvin Labs, Kansas City, Missouri.

PRODUCTION REPORT

Unit Demonstration Films

Production Began: June, 1968

Production Finished: November, 1968

Funding: Project Number OEC-3-7-000199-0199

Films (Materials) Included:
- 5 Super 8 silent loop films
- 160 to 210 35mm slides
- 1 - 16mm film clip
- 50 transparencies
- 1 - 5 minute tape recording
- 50 language master cards
- 6 to 10 hook and loop board plaques
- Demonstration models
- Handout sheets

Disposition: This set was originally funded as part of the experimental instructional series. Four sets of materials were produced. Except for the motion picture film, the transparencies and hook and loop materials were produced by hand. We reproduced 4 sets of the unit and used it extensively in our resource program. We feel that that unit could best be used by teaching training people who would like to have college students use and demonstrate multi-media materials.

These materials were evaluated during the 1971-1972 contract year.

Original film materials are located at Calvin Labs, Kansas City, Missouri.

Materials Description:

These materials were designed to provide language experiences for deaf children by utilizing a multi-media approach to learning. This unit has been used primarily to demonstrate to teachers of the hearing handicapped the principles and potential of using a variety of media in providing language experiences for deaf children.

The unit provides a basic knowledge of earthmoving equipment and the many ways that man utilizes this machinery to change and control his natural environment.

The media and equipment involved in presenting this unit are as follows:

A.	35mm color slides	Kodak Carousel slide projector
B.	overhead transparencies	overhead projector
C.	16mm film clip	16mm film projector
D.	Super 8mm film (cartridge-silent)	Technicolor 810 Super 8mm projector
E.	tape recording	tape recorder
F.	Language Master cards	Bell & Howell Language Master
G.	hook and loop visual display	hook and loop board
H.	mimeographed handouts (visual)	two projection screens

A description of the materials is provided by following through the sequence which is used with only one segment, "The Tractor".

The stage is set with an overview of the natural environment that confronts man (slides, overhead transparencies). The children are then introduced to the sights and sounds of the earthmoving equipment that man uses to change and control his environment (16mm film clip, tape recording, overhead transparencies, hook and loop display, handout material). The tractor is observed in detail regarding basic design, size relationships to other machines and to the children, basic tools for work, culminating with a visual "trip around the tractor" (overhead transparencies, slides, Language Master cards). Once the children have reached this juncture and have mastered the appropriate language, they are ready to see the tractor at work around the world (Super 8mm film loop). The 8mm film may be viewed either in small groups or individually. After careful observation of the film, the learner describes the type of work the tractor is used for (pushing, pulling, digging, ripping, scraping, etc.). In terminating this unit, the children are asked to collect pictures or take slides of all the ways man has used earthmoving equipment to shape and control his environment. As reinforcement and review a series of slides are provided to show various aspects of how man has used this equipment to change the world he lives in (cities, transportation facilities, mining, farming, water control, etc.).

PRODUCTION REPORT

Aerospace Multi Media Kit

Part I

Production Began: July, 1968

Production Finished: February, 1970

Funding: Project Number OEC-3-7-000199-0199-(019)

Films (Materials) Included: Three 10 minute silent Super 8 captioned films for use on the Technicolor 1000 projector. One programmed workbook with mask. One teacher's guide.

Production Began: March 1970, finished summer 1970.

Disposition: For field testing purposes four sets of films were produced and 200 workbooks were printed. Although the test results proved the materials to be outstanding, they were not selected for national distribution. Distribution was complicated by the multi-media nature of the kit. The original materials are now on deposit at the National Audiovisual Center, Washington, D.C.

Materials Description:

PART I: AMERICA'S JOURNEY TO SPACE

Purpose: The purpose of this instructional program and film is that of providing an introductory and basic reading vocabulary of fifty words and phrases that are directly associated with the launching, the orbit and the recovery of a spacecraft. The program is specifically designed for hearing impaired students so that they may have greater comprehension of the events depicted by commercial telecasts of activities associated with the space program. Co-incident with the indicated information is material concerning the purpose of the missions.

Level: Although this is always difficult to define with precision, the vocabulary and methods of presentation are, broadly speaking, those presumed to be effective at about a fifth or sixth grade level for hearing impaired children.

Suggested Use: This material is NOT designed for group instruction. It is intended for use in an individualized situation. The program consists of a film and a workbook. The film does not contain a soundtrack, but it does contain explanatory inserts and artwork, and animation. The film is intended to provide the motion which the workbook cannot give. But, the film cannot afford the student the opportunity for immediate, overt and measurable responses to stimuli, nor can it give him the necessary practice in using his knowledge. Neither can it supply the necessary reinforcement in the form of immediate knowledge of correct answers.

Additionally, there are many things that can be explained faster and more expeditiously by use of the workbook. Consequently, it is felt that both the film and the workbook are necessary.

Since the student cannot simultaneously watch the film and write responses to questions, he is expected to use each of these media in sequence. It is assumed that the intended population will need considerable practice in associating visual stimuli with printed explanations, but just how much of the film any individual student should see before he completes some particular section of the workbook is debatable. In all probability, the student will soon alternate between film and workbook as he proceeds through the program.

Although the student may begin with either the film or the workbook, it is felt that perusal of the workbook, or at least the first section of it, prior to viewing the film, will be more helpful, as these pages provide a very brief outline of information essential to the launch.

This arrangement may appear to be rather "loose" in conventional educational terms, but the emphasis in the total program is on the individualization of instruction. Ideally, the student will be given the materials and the opportunity to work at his own speed. The writer is aware of certain weaknesses in this concept, and urges that teachers exercise whatever direction is needed to show students how to use the material and to evaluate progress.

Since the book and the film constitute a learning, not a testing, situation, both major units may be repeated as often as desired, in whatever sequence appears to promote motivation and the acquisition of the essential information. The behavioral objective, of course, is the ability to indicate correctly the meanings of the fifty words and phrases, and to identify correctly the occurrences pictured on simulated TV screens, as depicted graphically in the workbook. It is probably desirable that these be acquired in sequential order, since that is the way they naturally occur. But it is also realized that the desired results are not necessarily acquired in what appears to the writer to be a logical, sequential order.

As of date of publication, no experimental evidence is available regarding the desirability of order of presentation.

The Film: The film uses material supplied by NASA and includes sequences from several space programs as well as from training exercises. The intent is to present a sampling of the activities associated with the launch, the orbit and the recovery of a spacecraft. There is no attempt to limit these activities to a specific launch or program.

Consequently, the student will see the launch of a Saturn, and the orbiting and re-entry activities of a Gemini. Differences in the appearance of the machines involved are explained in the workbook. Such presentation provides a broader background for understanding planned activities of future space flights, and allows considerably more flexibility in explanation.

It should be remembered that the designs of the spacecraft and the launch vehicles have changed, and will continue to change. In the matter of recovery, for example, the pictures showing the old method, in which a kind of harness was looped under the astronaut's shoulders, did not include certain essential information which was deemed necessary for clarity of explanation. Therefore, pictures from a practice exercise, utilizing a recovery basket and a Coast Guard helicopter, were used. By the time the student views the film this method of recovery may be altered.

The film is in three major sections. Part I is the launch, and begins with a short sequence about exploration. The purposes of this particular sequence are: (1) To establish a reason for space flights, and (2) To establish a relational concept of vehicles and their purposes. It is felt that the covered wagon is a familiar visual symbol for this age group.

This part of the film also shows the various activities that are associated with the launch, and the actual lift-off. Subsequent pages of this information contain scene-by-scene presentation of the material.

Part II deals with the orbit. There are animations for explanation, pictures of the earth as seen from space, pictures of astronauts inside and outside the capsule, and so on, as indicated on the following pages.

Part III is concerned with re-entry and recovery.

PRODUCTION REPORT

Aerospace Multi Media Kit

PART II

Production Began: January, 1970

Production Finished: March, 1971

Funding: Project Number OEC-3-7-000199-0199-(019)

Materials Included: One programmed student workbook with mask, a film from the MSCF library, Apollo 11, The Eagle Has Landed, and a Teacher's guide.

Disposition: Field tested in summer of 1971. The results of the evaluation are available from the MRMCD.

Original materials are now located at the National Audio-visual Center in Washington, D.C.

* *

Materials Description:

PART II: AMERICA'S JOURNEY TO THE MOON

Purpose: The purpose of this instructional program and film is that of providing a basic reading vocabulary of forty-one words and phrases that are directly associated with the mission of Apollo 11, at which time humans first walked upon the surface of the moon. The program is specifically designed for students with hearing impairement.

Level: This is always difficult to define with precision. Broadly speaking, the vocabulary and methods of presentation are those presumed to be effective for hearing impaired children who are at about a fifth or sixth grade level. It is impossible to know which words will be really "new" to any single student. Those that are emphasized are presumed to be important and basic to understanding the mission. Important: The student should already have studied America's Journey To Space, the first book in this series, before beginning this program.

Suggested Use: This book and film are coordinated units of self-instructional material, and are designed for use in the form presented to you. They should not be separated or rearranged, and they should not be used for simultaneous instruction of an entire class of students, unless each student is working in a self-instructional situation. The material is sequential, overlapping and interlocking, and attempts by the teacher to break it down into smaller, separate units will not produce the desired results.

Thus, the material is designed for individualized, student-paced instruction. The total program consists of a film and a workbook. The film is intended to provide the motion which the workbook cannot give. The workbook is designed to afford the student easier opportunity for immediate, permanent, overt and measurable responses to stimuli, necessary practice in using his knowledge, and necessary reinforcement.

Since the student cannot simultaneously watch the film and write responses to stimuli in the workbook, he is expected to use each of these media in whatever manner he feels will be most effective for him. It should be emphasized that the student should not attempt this program until he has familiarized himself with the methods and contents of America's Journey To Space.

Although the student may begin with either the film or the workbook, it is felt that perusal of at least the first section of the workbook prior to viewing the film will be most helpful.

The book and the film constitute a learning, not a testing, situation. Both the film and the book may be repeated as often as desired, in whatever manner seems to promote motivation and the acquisition of the essential information.

The major behavioral objective is the ability to indicate correctly the meanings of the forty-one words and phrases relevant to this program. It is probably desirable that these be acquired in the correct, sequential order, since they are presented in the order of natural occurrence. But it must be realized that the desired results are not necessarily acquired by the student in what may appear to the teacher to be logical and sequential order.

The Workbook: The workbook is concerned with teaching vocabulary and concepts. The instructional methods may be divided into two broad categories: (1) explanation, and (2) exercises.

The explanation consists of graphic reproductions that illustrate the objects and concepts, and of word-descriptions of these same objects and concepts.

The exercises include three major types of paper-and-pencil work: (1) questions and the accompanying answers; (2) completion of partially-completed paragraphs; and (3) identification of parts or concepts in a drawing.

Questions are of five types, characterized by the answers that are required: True-false; Indicating the correct answer by marking with an "X"; Multiple-choice; Completion; Identification of graphic material.

Basically, the emphasis is upon the recall or recognition of information.

Outline of Part I. The Moon: What is it? This begins with an illustration of the moon in a context that should be familiar to the target population. Phases of the moon are discussed, questions are asked, and answers furnished, as they are for all questions in programmed material. Some early ideas about the moon are then presented, to be followed by general factual information. Specifically stressed vocabulary is as follows: MOON, PHASE, EARTH, SPHERE, LUNAR, ELLIPTICAL, REVOLVES, ORBIT, SATELLITE, TEMPERATURE, FEATURES, MARES, HIGHLANDS, CRATERS.

Part II. The Launch features the following words and phrases: SATURN V, SPACECRAFT, LAUNCH VEHICLE, STAGE, LAUNCH ESCAPE SYSTEM, SEPARATED, APOLLO 11, LIFT-OFF, LUNAR MODULE, COMMAND MODULE, SERVICE MODULE.

Part III. Landing On, Exploring, and Leaving The Moon emphasized these words and phrases: ASTRONAUTS ARMSTRONG, ALDRIN AND COLLINS, FOOTPADS, HATCH, EVA (EXTRAVEHICULAR ACTIVITY), THE EAGLE, PORTABLE LIFE-SUPPORT AND COMMUNICATIONS SYSTEM, ASCENT STAGE, DESCENT STAGE, LAUNCHING PAD, LUNAR RECEIVING LABORATORY.

Part IV. Some Things We Have Learned From The Space Program stresses these words and phrases: SPINOFF, BETTER MEDICAL CARE, BETTER COMMUNICATIONS, BETTER METAL, LUBRICANTS, BETTER WEATHER PREDICITON.

The Film: Using material supplied by NASA, many of the concepts of this film are more difficult than are those of its predecessor. Its format, with reference to sequence, matches the major sections of the book.

The measurement of achievement requires the use of pre- and post-tests. These must be parallel, and the only way to achieve this, without question, is to use the same test in both instances. Consequently, the tests included in the teachers' handbook are to be considered as both pre- and post-tests. Students should work through each test as rapidly as possible, and should not spend more than one normal class period on either the pre- or post-test.

PRODUCTION REPORT

Film Study Program

Production Began: November, 1968

Production Finished: June, 1969

Funding: Project Number OEC-3-7-000199-0199-(019)

Films (Materials) Included: 1 - 50 minute film, Mary S. McDowell from "Profiles in Courage Series", available from the Captioned Films Library.
One concept workbook.
One Student Handbook.
One 30 minute discussion film.

Disposition: Three sets of these materials have been produced. One is presently on loan at the National Technical Institute for the Deaf at the Rochester Institute of Technology at Rochester, New York. These materials have been evaluated. Results are available from the MRMCD.

Original materials for "Mary S. McDowell" are located at Pilgrim Labs, Washington, D.C. (a captioned film). Original materials for the discussion film (a kinescope) are located at Calvin Labs, Kansas City, Missouri.

* *

Materials Description:

The purpose of the Film Study Program was to produce a multi-media kit that would provide an opportunity for hearing impaired students to develop their analytical and language skills in regard to contemporary problems. The objectives were to design materials that would be used by students in small discussion groups and individually, and to maximize student involvement in language-related activities. The unit was designed to enable students to have a first-hand experience with the subject matter and draw their own conclusions about realistic problems.

Moreover, the unit makes use of materials already present in Captioned Films libraries. The title "Film Study" was intended to indicate that the materials which would be the core to all other activities would be a commercially prepared film already in existence and already captioned. We deliberately picked material that is complex in terms of language and concepts. Since the hearing impaired are beset with language-related difficulties, we wished to face these problems directly and provide a model that others might use to devise new strategies for the classroom. We felt that these strategies should include an opportunity for students to be responsible for their own learning and less teacher centered and teacher directed.

The program includes:

1. a captioned film from the "Profiles in Courage" series, "Mary S. McDowell",
2. a workbook for student use,
3. a student handbook with material relating to the problem, and
4. a thirty-minute kinescope of a discussion taped at Station WGBH in Boston.

PRODUCTION REPORT

Dialogue Series

Production Began: "A Visit to the Fair" -- August, 1969
"A Look at a City" -- July, 1969
"Finders Keepers" -- May, 1970
"Motion" -- January, 1970
"What Should Kathy Do?" -- May, 1970
"The Milk Money" -- May, 1970
"Feet" -- May, 1970

Production Finished: "A Visit to the Fair" -- October, 1969
"A Look at a City" -- September, 1969
"Finders Keepers" -- March, 1971
"Motion" -- March, 1971
"What Should Kathy Do?" -- July, 1971
"The Milk Money" -- July, 1971
"Feet" -- July, 1971

Funding: Project Number OEC-3-7-000199-0199-(019)

Disposition: These films were originally intended to be used as a part of an inquiry format with deaf children. As presently constituted the project actually reflects three separate and distinct approaches to this program. These films are being distributed through the Captioned Films lending libraries.

Original materials are now located at the National Audiovisual Center in Washington, D.C.

* *

Materials Description:

The Dialogue Films are a set of three productions, ranging from about three to eight minutes in length. The titles of the films are "Finders Keepers", "What Should Kathy Do?", and "The Milk Money". The original stories for the films were written by Miss Vivian Tasker, Assistant Professor, Department of Special Education, Illinois State University, while serving on the staff of the MRMCD. Professor Tasker undertook the task of writing the film stories to insure that the language used in the films would fit the language levels of upper elementary hearing impaired students. In addition to the films, illustrated storybooks have been produced to increase the comprehension of language concepts used in the film.

The purpose for each of the Dialogue Films was to create an "open-ended" problem situation in which elementary students could imagine themselves and in which they might become involved. The end of the film is the beginning of a student discussion during which each individual can express his opinion of the events as shown and can achieve his own rationale as to how to avoid problems, deal with problems of this kind, or resolve them in a way that will not lead to further trouble.

Also included in this series is a group of three films entitled "Visit to the Fair", "A Look at a City", and "Feet". These films are designed to provide the stimulus for language-related activities. The films must be previewed by the teacher before use to permit the design of classroom activities that will insure the relevance of the films to the immediate learning needs of the class group.

PRODUCTION REPORT

Teacher Education Media Kits

Production Began: October, 1970

Production Finished:

Funding: Project Number OEC-3-7-000199-0199-(019)

Deadlines for Productions are:

Transparencies--July, 1971
Photography--July, 1971
Higher Education--August, 1971
Television--July, 1971
Motion Pictures - August, 1971

Note:

Each kit is designed to teach media skills to teachers in training. Each of these kits is presently in prototype form. The kits were used in the recent Summer Media Institute (Summer 1971). Although these kits were produced for internal use at the MRMCD, it is expected that they will prove useful to other centers involved in teacher in-service education. The MRMCD intends to revise the kits to make them "self supporting" and release them for distribution in mid-winter of 1972.

Originals for these materials are located at the MRMCD.

The Motion Picture kit was chosen for expansion by MSCF as part of an "Interlock" activity of the RMC's. The motion picture kit has been designed for a wider audience and in greater detail than the other kits. At least two motion pictures are being produced to fit in with other materials intended to be used by student teachers in the field of deaf education. The original materials for this project will be located at Calvin Labs in Kansas City, Missouri.

* *

Materials Description:

These materials were not completed.

PRODUCTION REPORT

Tachistoscopic Slides

Production Began: January, 1967

Production Finished: Work suspended

Funding: OEC-3-7-000199-0199

Films (Materials) Included: A set of 35mm slides from the art work used in the Vocabulary Speechreading films.

Disposition: These slides were shot for the purpose of mounting on reels for use in the rheem caliphon for perdepimatic Tachistoscope. On making contact with the producers of these materials we found it impossible to have our slides mounted on the reels due to a then on-going disagreement between two companies involved with the machine. No further action has been taken.

PRODUCTION REPORT

Total Communications: Junior High Materials

Production Began: June 1973

Production Finished: August 1973

Funding: Project Number OEC-3-7-000199-0199-(019), BEH-USOE

Films (Materials) Included: Two 16mm sound, color films, titled:

"Getting Along As Roommates: The Problem With 'Him'"

"Borrowing Trouble"

Disposition: After field testing, the films will be forwarded to the National Center on Educational Media and Materials for the Handicapped for national distribution.

* *

Materials Description:

The Total Communications films were produced by the Midwest Regional Media Center for the Deaf to solve a specific problem in the education of the deaf. The purpose for the materials is to aid the young student to more quickly adapt to a new means of communication in a school program. It was our intention to devise a series of films which could be used in school programs to help children understand some of the problems that are involved in transferring from a school that does not use manual communications into a school that does.

The major goal of this series of films was not to teach sign language. To be sure, the acquisition of manual communications skills is the means that will enable the student to enter the environment we have defined. What is unique about this series of films is the treatment of various social and emotional problems that occur as the result of transfer from an oral to the manual communication mode of instruction. Our goal is to help the student minimize his problems during this difficult transition period.

Children who enter new school programs are trying to find a way to adapt to their peer group. These are children who are away from home for the first time and are undergoing a total change of environment. They need strategies that will permit them to be independent, that will allow them to show what they have to offer to the group, and to give them a way to contribute and be involved in the group's activities. Since each child is a unique individual there must be an emphasis in the films on the ways to handle problems in a group environment, rather than the difficulties encountered by a single individual. Therefore, we do not follow through the film series with one child, but instead we show a variety of situations.

The film series at present consists of two films, "Rules" and "Borrowing Trouble". Included with the films is a teacher's guide to help the teacher to devise an environment for the children that will be useful for the discussion of the situations encountered in the films.

The materials will be field tested in the 1974-75 fiscal year by the Specialized Office for the Deaf.

PRODUCTION REPORT

Total Communications Multi-Media Kits

Production Began: January, 1974

Production Finished: August, 1974

Funding: Project Number OEG-0-73-0428

Films (Materials) Included:

Kit 1 "Where's My Dog Gone?" (A kit on Lying)
16mm movie, 2 slide sets, 3 programmed slide sets, 3 programmed workbooks, 2 sets of transparencies, 4 sets of flashcards, 2 sets photographs, 2 sets Language Master cards, teacher's manual

Kit 2 "Two plus One Too Many Friends" (A kit on Sharing)
16mm movie, 2 slide sets, 3 programmed slide sets, 3 programmed workbooks, 2 sets of transparencies, 4 sets of flashcards, 2 sets photographs, 2 sets of Language Master cards, teacher's manual

Kit 3 "Sue & Jo" (A kit on Acceptance)
16mm motion picture, 3 programmed slide sets, 3 programmed workbooks, 1 set flashcards, 1 set photographs, 1 8mm motion picture, 2 sets of transparencies, teacher's manual

Kit 4 "Locked Out" (A kit on Learning through Experience)
16mm motion picture, 2 programmed slide sets, 2 programmed workbooks, 2 sets flashcards, 1 set photographs, 1 8mm motion picture, 2 sets of transparencies, 1 set scrambled letters, teacher's manual

Disposition: The production of these kits was completed during the 1973-1974 contract year. The materials, however, will not be evaluated until the 1974-1975 contract year by the newly formed Specialized Office for the Deaf and Hard of Hearing. Upon completion of the evaluation process, the kits will be deposited at the National Center on Educational Media and Materials for the Handicapped for national distribution.

Materials Description:

I. Major Purpose:

The proposed kit includes two separate sub-modules which are intended for use with primary and intermediate level hearing impaired children. The overall purposes of the kit are to (1) encourage the use of Total Communication, (2) increase the use and practice of developing receptive and expressive language skills through simulated discussion and reaction to the elements of the film content, (3) increase the use and practice of question skills both inquisitive and analytical as a result of question activities prompted by events and situations in the films, and (4) provide an opportunity for self-concept development, analysis and understanding through the use of the films' typical situations to stimulate identification and acceptance, perhaps better control, of certain emotions.

The basic media is designed to be used in a classroom situation and will consist of four films, along with a variety of supplementary media which can be used by a teacher in learning activities which are specifically designed to promote the use of Total Communication methods to develop a feeling of acceptance for people of different backgrounds and cultures. Total Communication, as used in this kit, consists of (1) auditory input, (2) speechreading, (3) fingerspelling and signing, (4) reading fingerspelling and signs, and (5) written expression. The teacher is instructed to use Total Communication to develop all of the above avenues of communications.

Specifications for entry behavior, behavioral objectives, learning activities, and criteria for assessing the unit have been developed.

II. Relationship to OE goals and to existing or planned projects:

These proposed materials relate to the overall program plan of the fiscal 1974 Workscope for the SEIMC/RMC/NCEMMH Network--BEH.

III. Medium to be developed:

For each of the two sub-modules of the proposed kit, two films will be produced which will provide stimulus situations necessary to developing concepts relative to language concepts in Total Communication. The primary unit will consist of (1) two films, tentatively titled "Sharing" and "Lying"; (2) flashcards with flat pictures or drawings on one side and the printed word on the reverse side will be developed for two specific activities; and (3) other supplementary media, such as transparencies and Language Master cards, may also be designed for language-related activities.

The second module, intended for use with intermediate students, will include the following media: (1) two films tentatively titled "Sue and Jo" and "Locked Out"; (2) three programmed sets of Language Master cards; (3) two sets of pictures; (4) word cards to go with the sets of pictures; (5) mastery test items; (6) two sets of vocabulary cards; and (7) other supplementary media such as transparencies and Super 8mm films for speechreading and signing.

IV. Technical specifications

Four 16mm films of approximately eight minutes length, in color, with lip sync, introduction music, titles, credits and disclaimers, will be developed. In addition, it should be noted that the actors in the film will use Total Communication so that the audience will be able to use this as a model and as a means of communication. Also, each of the films will be captioned with all the language that is used in the films.

As required, and based on the results of pilot testing, additional and supplementary media and materials will be developed in the form of flash cards, which will be drawn for eventual availability in print media, and slides could also be developed which would aid in the learning activities involved with the vocabulary.

V. Approach or treatment (concept)

The materials will be designed to be used principally in small group discussions; however, additional media will be developed to provide an opportunity for individualized instruction, according to the needs of an individual learner. The purpose of the individualized instruction is to help students in need of additional time on certain vocabulary and other concepts involved with the films. Furthermore, each of the units and sub-units will be designed with behavioral objectives for measurement of the effect of the material.

VI. Audiences

The materials are designed for child-use in the classroom for primary and intermediate students involved in learning activities relative to vocabulary and other concepts involved in Total Communication. The units are not only cognitive in nature, but aid in developing certain self-concepts necessary to the well-being of hearing impaired children.

VII. Restrictions effecting planning or production

The Midwest Regional Media Center for the Deaf is highly cognizant of the current problems involved in selecting methods of communication in school programs for the deaf. Principally, there are now at least four or five highly-regarded systems of signs being used in school programs. The Midwest Regional Media Center, for its purposes in designing and producing these films, has used a system which is generally considered to be basic to all of the systems that are presently in use.

VIII. Identification of other organizations providing technical assistance or services

The Midwest Regional Media Center for the Deaf has surveyed about one hundred schools for the deaf to obtain information relative to the design of these materials. In addition, conferences have been held with selected educators involved in school programs closely resembling those in which these materials will be used.

In terms of production assistance, the Midwest Regional Media Center for the Deaf has over the past several years utilized the services of the University of Nebraska's Photographic Productions to produce, in 16mm format, those materials which have been designed.

IX. Estimated completion date

The tentative date for completion of these materials is August 31, 1974. This estimated date of completion includes a pilot test in a nearby school or schools for the deaf to enable the final production phases to be carried out in July and August of 1974.

X. Use of disclaimer clause

The disclaimer clause will be used as an end title on each of the instructional films, and will also be included in the teachers' guides as they are prepared for the units.

XI. If this product consists of more than one part, i.e. series of videotapes, please include the working titles and length for each part.

As noted above, the titles for the four films are (1) "Sharing", (2) "Lying", (3) "Locked Out", and (4) "Sue and Jo". Each is approximately eight minutes in length.

XII. Include details on plans for subcontracting, if any

As mentioned above, the Midwest Regional Media Center for the Deaf intends to use the motion picture unit of Photographic Productions at the University of Nebraska-Lincoln to produce the films that are included here. The utilization of Photographic Productions in this regard is tentative at this time due to the heavy schedule they presently have. If it is found that the University's Photographic Productions cannot accomplish the work on time that will be required for these materials, it is intended that the Midwest Regional Media Center for the Deaf will use as a backup the University of Nebraska's telecommunications system, which includes complete provision for the production of materials either on videotape or on 16mm film.

Substantially, it has been the policy of the Midwest Regional Media Center to utilize production facilities that are on the campus of the University. This policy has in the past always resulted in quality products which have been found acceptable by NCEMMH for distribution. The materials thus produced are completely replicable in all respects, and can be expected to meet the needs of the audience for which they have been selected for several years to come.

XIII. After the materials which are included in this multi-media kit have been field tested with deaf children in the Midwest Regional Media Center for the Deaf twelve-state region, they will be submitted to the National Center for Educational Media and Materials for the Handicapped for distribution to other areas of the handicapped.

PRODUCTION REPORT

Multi-Media Learning Kit for Pre-Service and In-Service Teachers

Production Began: September, 1973

Production Finished: January, 1974

Funding: Project Number OEG-0-73-0428

Materials Included: Overhead transparencies, 16mm kinescope (of a videotape), slides, super 8mm film, tactile materials, handouts, instructional guides

Disposition: The kit was presented to each of fifteen (15) Supervising Teachers and eighteen (18) College Educators at a Media Conference held at the Midwest Regional Media Center for the Deaf in February, 1974. Each participant was instructed in the use of the materials and given a complete kit to take to his/her respective school. The evaluation was conducted by the participants with their teachers and students. From this feedback the kit will undergo any needed revision before sending to the National Center on Educational Media and Materials for the Handicapped for national distribution.

Materials Description: The following commentary is a description of the materials, instructional plan, and distribution procedures.

I. Major purpose:

The overall purpose of this "kit" is to provide the basic skills and knowledge necessary for teachers to design, develop and implement instructional media to meet the specific needs of hearing impaired learners. To accomplish this purpose, teachers must be reached at both the pre-service and in-service levels. Therefore, the basic media is designed so that it can be modified to meet the specific requirements for use in a teacher-preparation program, or a school program for the hearing impaired.

The competencies and topics included in this kit are:

a. Provide supervisory personnel and college educators with a precedural outline for conducting an in-service or pre-service program on media design and implementation.

b. Provide demonstration examples illustrating potential media implementation in the classroom (ideas capable of being teacher designed/ produced).

c. Planning for media use as an integral part of the classroom.

d. Organizational procedures for establishing mediated independent study (i.e. scheduling, techniques, record keeping, etc.).

e. Planning for student interaction and feedback within instructional media.

f. Planning for media to meet specific classroom needs (strengths and advantages of each particular medium: transparencies, slides, TV, Super 8mm, bulletin boards and posters, tactile materials).

II. Relationship to OE goals and to existing or planned projects:

These materials relate to the overall program plan of the FY74 Workscope for the SEIMC/RMC/NCEMMH Network--BEH.

III. Medium to be developed:

Since the materials involve multi-media dimension, the following were developed:

a. overhead transparencies
b. 16mm kinescope (of a videotape)
c. slides
d. Super 8mm film
e. tactile materials
f. handouts
g. instructional guides

IV. Technical specifications:

a. 16mm Kinescope (of a videotape, b&w, title, credits, disclaimer at tail, 10 minutes duration).

b. Super 8mm film (color, silent, title credits, disclaimer at tail, 10 minutes duration).

Both of these items, and the overhead transparencies, slides, tactile materials, handouts and guides are oriented toward teacher-developed media for classroom use.

V. Approach or treatment (concept):

The approach was based on the model theory with performance criteria to be met by the pre-service and in-service teachers.

VI. Audience(s):

1. Pre-service teachers (in teacher-preparation programs for the hearing impaired).
2. In-service teachers (in educational programs for the hearing impaired).
3. College educators preparing teachers of the hearing impaired.
4. Supervisory personnel in school programs for the hearing impaired.

VII. Restrictions effecting planning or production:

The planning and production of this "kit" took into consideration the orientation toward teacher designed/developed media for classroom implementation.

VIII. Identification of other organizations providing technical assistance or services:

Input regarding content and scope of the "Multi-Media Learning Kit" has come from supervisors and college educators in education of the deaf withing the MRMCD twelve-state region. This professional input combined with the experience of the MRMCD staff provided the bases for the overall design.

XI. Completion date:

December 20, 1973, with field testing in January-February, 1974.

X. Use of disclaimer clause:

The disclaimer clause was used on the instructional guides and individual sets of media.

XI. If this product consists of more than one part, i.e. series of videotapes, please include the working titles and length for each part:

Although there is a multi-media dimension, all the media are viewed as one coordinated program under one title. Hence, it cannot be considered a "series" with separate titles.

XII. Include details on subcontracting, if any:

All planning and production was done "in-house" by the staff of the Midwest Regional Media Center for the Deaf.

XIII. After this "Multi-Media Learning Kit for Pre-Service and In-Service Teachers" was field tested with educators of the deaf withing the MRMCD twelve-state region, it was submitted to the National Center on Educational Media and Materials for the Handicapped for distribution to other areas of the handicapped.

PROJECTS FOR BEH-USOE

1. Tomorrow's School Today -- Editing -- September, 1966
2. Panacolor -- Editing -- September, 1967
3. Houston Film (for a film produced for MSCF on Cued Speech) Photography -- February, 1969
4. Title One Film -- Photography and editing, began February, 1969 -- finished April, 1969
5. Dry Mounting Film, produced in June, 1970
6. Motion Picture Media Kit -- December 1970 to May 1971

The above films are all special film productions undertaken at the specific request of the Bureau of Education for the Handicapped. The Midwest Regional Media Center for the Deaf was always willing to assist in such productions. Our services varied from actual production to editing to script writing. These special projects were in support of our on-going educational program.

APPENDIX D

Symposia on Research and Utilization of Educational Media for Teaching the Deaf -- SPEAKERS

1965 - An Overview of Audiovisual Research Effecting Deaf Education 1
1966 - Systems Approach in Deaf Education 3
1967 - The Educational Media Complex . . . 4
1968 - Designing Instructional Facilities for Teaching the Deaf: The Learning Module 6
1969 - Individualizing Instruction for the Deaf Student 8
1970 - Communicative Television for the Deaf Student 10
1971 - Programmed Learning for the Deaf Student 12
1972 - Affecting the Human Potential of the Deaf Student: Another Role for Educational Media 14
1973 - Career Education and Educational Media for the Deaf Student 16
1974 - Update '74: A Decade of Progress . 18

AN OVERVIEW OF AUDIOVISUAL RESEARCH EFFECTING DEAF EDUCATION

May 23 to 25, 1965

Implications of Learning Theory for Educating the Hearing Impaired	Dr. W.C. Meierhenry Assistant Dean, Teachers College University of Nebraska Lincoln, Nebraska
The Use of Audiovisual Techniques to Expand Lipreading and Auditory Experiences of Young Deaf Children	Dr. Frank B. Withrow, Director Research and Clinical Services Illinois School for the Deaf Jacksonville, Illinois
Sights and Sounds: An Auditory Training Program for Young Deaf Children	Harold Saleh, Assistant Professor Speech and Hearing Department South Connecticut State College New Haven, Connecticut
A Research Basis for Reading Instruction of Deaf Children	Dr. Bjorn Karlsen, Associate Professor Department of Special Education University of Minnesota Minneapolis, Minnesota
Project LIFE: Language Improvement to Facilitate Education of Hearing Impaired Children	Harley Z. Wooden, Director Language Instruction for Deaf Children National Education Association Lorna L. Willard, Programmer NEA Project for the Language Development of Deaf Children Rochester School for the Deaf
Programmed Discrimination Training for Lipreaders	George E. Brehman, Jr., Research Associate Institute for Research on Exceptional Children University of Illinois Urbana, Illinois
Teaching Card Punch Operators Through the Use of Filmed Lessons	John G. Nace, Headmaster The Pennsylvania School for the Deaf Philadelphia, Pennsylvania
Let's Lipread: Television Production Criteria	Robert D. Smith Director of Program Development Producer-Director for "Let's Lipread" WETA-TV The Greater Washington Educational Television Association, Inc. Washington, D.C.

Some Problems in Audiovisual Education for the Deaf	Gilbert L. Delgado Research and Training Specialist John A. Gough Captioned Films for the Deaf U.S. Office of Education Dept. of Health, Education and Welfare Washington, D.C.
Instructional Films in Fingerspelling	Tom Henderson Leadership Training in the Area of the Deaf San Fernando Valley State College Northridge, California
Self Teaching in the Development of Speechreading in Deaf Children	Dr. Arthur Neyhus Deaf Education and Guidance Institute for Language Disorders The School of Speech Northwestern University Evanston, Illinois
Demonstration of Learning Laboratory Established to Facilitate Lipreading Practice, Hard of Hearing Unit, Prescott School, Lincoln Public Schools, Lincoln, Nebraska	Dr. Robert E. Stepp, Jr. Assistant Director, Extension Division Head, Bureau of Audiovisual Instruction University of Nebraska Lincoln, Nebraska
An Approach to Teaching Language to Young Deaf Children	Richard F. Krug Associate Professor University of Colorado Boulder, Colorado
The Use of New Educational Media and Techniques in a School for the Deaf	William D. Jackson Director of Visual Aids and Administrative Coordinator Pilot School for the Deaf Callier Hearing and Speech Center Dallas, Texas
The Responsive Environments Project and the Deaf	Dr. Omar Khayyam Moore Department of Social Psychology University of Pittsburgh Pittsburgh, Pennsylvania

SYSTEMS APPROACH IN DEAF EDUCATION

April 4 to 6, 1966

Application of Systems Concepts to Instruction	Dr. Robert Heinich, Director Educational Media Specialist Institute Instructional Technology Department University of Southern California Los Angeles, California
Synthesizing Language Art Skills with the Overhead Projector	Alice A. Kent Supervisor East Cleveland Classes for Hearing Impaired Children East Cleveland, Ohio
8mm Film and the Education of Handicapped Children	Joan Rosengren Forsdale Associate Director Project in Communications Teachers College Columbia University New York, New York
The Learner and the Printed Page -- The Place of Graphics in a Learning System	Adrian B. Sanford, President Educational Development Corporation Palo Alto, California
The Auditory Channel in the Education of Deaf Children	Dr. Robert Frisina, Dean The Graduate School Gallaudet College Washington, D.C.
A Rationale for Decision: Selecting the Right Tool for the Job	Dr. Robert M. Diamond Director of Instructional Resources University College University of Miami Coral Gables, Florida
A Multi-Faceted Approach to Teaching	Dr. Samuel N. Postlethwait Professor of Botany Purdue University
A Multi-Media Approach in the Classroom for the Deaf	Robert J. Schmitt Assistant Project Director New Mexico Foundation, Inc.
Applications of Systems Concept to Teaching the Deaf	Dr. Harriet Green Kopp, Principal Detroit Day School for the Deaf

THE EDUCATIONAL MEDIA COMPLEX

April 10 to 12, 1967

Report from Captioned Films for the Deaf	John A. Gough, Director Captioned Films for the Deaf U.S. Office of Education Washington, D.C.
The Instructional Materials Center: A Changing Concept	Carolyn I. Whitenack Associate Professor and Chairman Department of Education Purdue University Lafayette, Indiana
Educational Media Center: New Look for the Library	Marie McMahan Associate Professor of Education and Audiovisual Consultant Educational Resources Center Western Michigan University Kalamazoo, Michigan
Quantitative Personnel, Materials, and Equipment Standards for Audiovisual Programs	Dr. Gene Faris Associate Professor of Education Audio-Visual Center Indiana University Bloomington, Indiana
Media Production Facilities in Schools for the Deaf	Dr. William D. Jackson, Director Southern Regional Media Center for the Deaf University of Tennessee Knoxville, Tennessee
The Idea of the School Library and Communication	Peggy Sullivan, Director Knapp School Libraries Project 50 East Huron Street Chicago, Illinois
A Small Instructional Materials Center: Its Diffusion of Innovations for Learning	Ben M. Schowe, Jr. Librarian - Audiovisual Director Ohio School for the Deaf Columbus, Ohio
Personnel Required for an Instructional Media Center in a School for the Deaf	Dr. Frank B. Withrow Director of Research and Clinical Services Illinois School for the Deaf Jacksonville, Illinois

Report on Library Programs in Schools for the Deaf	Patricia Cory, Project Director School Library Service for the Deaf The Lexington School for the Deaf New York, New York
Implementing the Media Program in Schools for the Deaf	Dr. Richard L. Darling, Director Department of Instructional Materials Montgomery County Public Schools Rockville, Maryland
Media Personnel to Serve Teachers and Students	Dr. Raymond Wyman, Project Director Northeast Regional Media Center for the Deaf University of Massachusetts Amherst, Massachusetts
In-Service Education Program for Teachers of the Deaf	Dr. Marshall S. Hester Project Director New Mexico Foundation, Inc. New Mexico State University Las Cruces, New Mexico
The Purpose of Educational Media in the Learning Process	Dr. Wesley C. Meierhenry Assistant Dean and Professor of Education Teachers College University of Nebraska Lincoln, Nebraska

DESIGNING INSTRUCTIONAL FACILITIES FOR TEACHING THE DEAF:
THE LEARNING MODULE

February 5 to 7, 1968

The Changing Classroom	Richard A. Clouser Educational Consultant Pennsylvania School for the Deaf Philadelphia, Pennsylvania
The History of America -- A Multi-Media Approach	Richard W. Meisegeier Raymond P. Stevens Gallaudet College Washington, D.C.
Project Design	Don Voss Ross Iverson Neil Clark University of Nebraska Lincoln, Nebraska
The Educational Implications of Architecture for the Deaf	Bertram Berenson Professor and Director Division of Architecture Hampton Institute Hampton, Virginia
Acoustical Design of Classrooms for the Deaf	Dr. Arthur F. Niemoeller Research Associate Central Institute for the Deaf St. Louis, Missouri
Use of Amplification in Educating Deaf Children	Dr. Ira J. Hirsh Director of Research Central Institute for the Deaf St. Louis, Missouri
The Workshop Classroom: Furnishings in the Learning Module	Dr. Allan Leitman, Director Early Childhood Education Study Education Development Center Newton, Massachusetts
Lighting in the Learning Module	Dr. H. Richard Blackwell, Director Institute for Research in Vision Ohio State University Columbus, Ohio
Creating Environments for Learning	Dr. Henry W. Ray, Director Teaching/Learning Resources Centennial Schools Warminster, Pennsylvania

Architecture for Social Needs	George Agron, Head Research and Programming Department Stone, Marraccini and Patterson San Francisco, California
Ten Thousand Hours	Donald Perrin Associate Professor School of Education University of Southern California Los Angeles, California

INDIVIDUALIZING INSTRUCTION FOR THE DEAF STUDENT

March 17 to 19, 1969

Media Services and Captioned Films Reports	Dr. Gilbert Delgado Malcolm J. Norwood
Project LIFE	Glenn S. Pfau
Northeast Regional Media Center for the Deaf	Raymond Wyman
Southern Regional Media Center for the Deaf	William D. Jackson
Southwest Regional Media Center for the Deaf	Marshall S. Hester
Midwest Regional Media Center for the Deaf	Dr. Robert E. Stepp, Jr.
Better Organization of the Educational Establishment to Aid the Handicapped	Dr. James J. Gallagher Associate Commissioner of Education for the Handicapped U.S. Office of Education Washington, D.C.
A System for Individualizing Education: Individually Prescribed Instruction	Dr. John Yeager, Assistant Director Learning Research and Development Center University of Pittsburgh Pittsburgh, Pennsylvania
Planning for Individualized Instruction of Deaf Students at NTID	Dr. E. Ross Stuckless, Director Research and Training for NTID Rochester Institute of Technology Rochester, New York
Mediated Self Instruction	Dr. Sam Postlethwait Department of Biological Sciences Purdue University Lafayette, Indiana
Computer-Assisted Instruction and its Potential for Teaching Deaf Students	Gustave H. Rathe, Jr. Director of Education Data Processing Division, IBM White Plains, New York
Mathematics Curriculum Supported by Computer-Assisted Instruction	Dr. Thomas R. Behrens Leland Clack Linda Alprin Kendall School for the Deaf Washington, D.C.

Educational Technology and the Necessary Revolution in Education	Dr. Gabriel Ofiesh, Director Center for Educational Technology Catholic University Washington, D.C.
Use of Programmed Instruction with Emotionally Disturbed Deaf Boys	Robert K. Lennan Instructional Media Specialist California School for the Deaf Riverside, California
The Role of Media in Individualizing Instruction for Teaching the Deaf	Dr. Donald G. Perrin Department of Instructional Technology University of Southern California Los Angeles, California

COMMUNICATIVE TELEVISION FOR THE DEAF STUDENT

March 16 to 18, 1970

Panel Discussion on Instructional Television	
Open Remarks	Gilbert Delgado
Mediated Interaction with Individual Television Cameras	Raymond Wyman
Designing a Prototype Television Studio-Laboratory	William Jackson
The Southwest Center and Instructional Television	Marshall Hester
ITV Activities at the Midwest Center	George Propp
A Survey of the Reaction of Hearing Individuals to Captioned Television to Benefit the Hearing Impaired	Robert Root
Programmed Movies -- A Supplemental Medium for Language Development	Glenn Pfau
Distribution Ideas for Videotape Programs	Edward W. Palmer Audiovisual Supervisor New England Telephone Company Boston, Massachusetts
The Potential of Television for Teaching the Deaf	Dr. Gabriel Ofiesh, Director Center for Educational Technology Catholic University Washington, D.C.
Basic Principles for ITV	Charles Callaci Vice President for Educational Services Visual Dynamics Film Library Beverly Hills, California
Breaking the Television Time-Lock	Dr. Deyrol Anderson, President Display Systems Corporation St. Paul, Minnesota
Electronic Video Recording	William McIntire, Director Midwest Regional Sales CBS/EVR Schiller Park, Illinois

Television's Neglected Strengths	Dr. Edward L. Palmer Director of Research Children's Television Workshop National Educational Television New York, New York
The Slant Track Mushroom	Dr. Clair Tettemer Director of Communication Services Northern Illinois University Dekalb, Illinois
Instructional Television: CCTV and PVTR	Charles Thompson Communications-Media Specialist Callier Speech and Hearing Center Dallas, Texas
1970 Survey of Instructional Television in Programs for the Deaf	Dr. William Jackson, Project Director Southern Regional Media Center for the Deaf Knoxville, Tennessee

Videotape Demonstrations

Teacher Self-Evaluation	Robert Carlson and
Behavioral Analysis	Robert Lennan
A Multi-Media Role for VTR	Roderick Laird
Atoms and Atomic Energy: Science for High School Deaf	Leander Moore
Mathematics Practice and Drill	E. Kendall Hanks, Jr.
Attitudes for Vocational Education	E. Kendall Hanks, Jr.
Videotapes in Teacher Preparation	Sister James Lorene
ITV as a Diagnostic Tool	Wilson Hess
"Sesame Street" Captioned for the Deaf	Joel Ziev

PROGRAMMED LEARNING FOR THE DEAF STUDENT

March 22 to 24, 1971

Programmed Instruction at the Southwest Regional Media Center for the Deaf: Its Impact	Hubert D. Summers Ramon Rodriquez Robert Edwards
Evaluating Programmed Learning Materials	Waunita L. Garner Charles E. Zerrip, Jr. Project LIFE National Education Association Washington, D.C.
The Role of Computer-Assisted Instruction at the National Technical Institute for the Deaf	Dr. O. Dennis Barnes Arlene Finkelstein National Technical Institute for the Deaf Rochester, New York
The New Economics and the Deaf	Dr. Edgar Lowell, Administrator John Tracy Clinic Los Angeles, California
Is There a Middle Ground?	Dr. Edgar Lowell, Administrator John Tracy Clinic Los Angeles, California
Programmed Instruction in a School Curriculum	James E. McCarr Teacher-Language Coordinator Oregon State School for the Deaf
Activities in Programmed Instruction at the Southwest School for the Deaf	Dr. Harry Murphy, Principal Southwest School for the Deaf Lawndale, California
New Directions in Programmed Learning	Peter Pipe Los Altos, California
Programmed Learning at Callier Hearing and Speech Center	Elaine Costello Instructional Programmer Media Services and Captioned Films Callier Hearing and Speech Center Dallas, Texas
Specialized Methods for Teaching Communication Skills	Helen Ross Sewell Texas School for the Deaf Austin, Texas

Programmed Instruction for Young Deaf Children	Joan Tellam Arizona School for the Deaf Tucson, Arizona
Computer-Assisted Instruction for Deaf Students	Dr. Patrick Suppes Professor of Philosophy and Statistics Director of the Institute for Mathematical Studies in the Social Sciences Stanford University
A Graduate Course in Educational Technology	Dr. Donald Torr, Director Office of Educational Technology Professor of Education Graduate School Gallaudet College Washington, D.C.
Electronic Assembly Programmed Learning System for the Deaf	Dr. Leo E. Persselin Dubnoff School for Educational Therapy North Hollywood, California

AFFECTING THE HUMAN POTENTIAL OF THE DEAF STUDENT: ANOTHER ROLE FOR EDUCATIONAL MEDIA

April 4 to 6, 1972

The Affective Dimension of Instructional Technology	Dr. Donald Ely Professor of Education Syracuse University Syracuse, New York
Media and the Affective Domain of Minority Deaf Children	Melvin Ladson Administrative Assistant Program Development Branch Bureau of Education for the Handicapped Washington, D.C.
Passivity Versus Participation: The Challenge of the Mass Media	Robert Lewis Shayon Professor of Communications Annenberg School of Communications University of Pennsylvania Philadelphia, Pennsylvania
The Affective Domain: A Challenge to ITV	Robert Schmitt Instructional Television Teacher California School for the Deaf Berkeley, California
Dialogue Films: Discussion and Inquiry	Robert La Gow Assistant Director Midwest Regional Media Center for the Deaf Lincoln, Nebraska
The Human Potential of Human Potential: Art and the Deaf	Bernard Bragg National Theatre of the Deaf Waterford, Connecticut
Affective Objectives, Deaf Learners and the Programming Process	Dr. Sivasailam Thiagarajan, Coordinator Instructional Development Laboratory Indiana University Bloomington, Indiana
The Child in the Process: Affecting his Potential Through LIFE	Dr. David Spidal Dr. Vivian Sheridan Project LIFE Washington, D.C.

Humanistic Education and Technology	Dr. Frank Withrow Director of the Division of Educational Services Bureau of Education for the Handicapped U.S. Office of Education Washington, D.C.
Humanizing Instruction: From Mark Hopkins to Mediated Teacher	Dr. Donald Perrin Associate Professor of Education Jill Wolfram, Research Assistant University of Maryland College Park, Maryland
Media and Affecting Learning	Dr. Henry Ray Director of Teaching/Learning Resources Centennial School District Warminster, Pennsylvania

CAREER EDUCATION AND EDUCATIONAL MEDIA FOR THE DEAF STUDENT

April 3 to 5, 1973

Mediated Career Education at the Marie H. Katzenbach School for the Deaf	James Lenox, Principal Boy's Vocational Department Ronald Hamilton Instructor, Advanced Studies Marie H. Katzenbach School for the Deaf
The Education for Youth Syndrome: Why not Education for People?	Dr. Howard Walker, Dean Continuing Education University of Kansas
Careers ... A Multi-Variate Approach	Robert Lauritsen Coordinator, Program for Deaf Students Dr. David Custer Media Specialist, Program for Deaf Students St. Paul Technical Vocational Institute
We Don't Hear You	Catherine Breen Corporate Training Director Montgomery Ward
Total Mediation: Toward Creative Human Experience for the Deaf Student	Mattie Stem Box Media Specialist/Supervisor Tarrant County Day School for the Deaf
Exploration of Career Requirements Thru Media	Dennis Drake Vocational Technical Principal Iowa School for the Deaf
Making and Using Self Teaching Movies in the Occupational Education Classroom	Wilson Fonville Dry Cleaning Instructor Colorado School for the Deaf and the Blind
A Public School Program of Economic Independence for Special Education Students	Stanley Greenspan Work Experience Coordinator, Handicapped Mt. Diablo Unified School District Richard Horvath Aurally Handicapped Specialist Concord High School
Career Education at the Oregon State School for the Deaf	Waneta Speed, Instructor Oregon State School for the Deaf

Play Now, Paid Later	Starla Warburton, Director Demonstration Nursery School John Tracy Clinic
Career Development in the Education of the Deaf: A Program Model	Dr. Harold Munson, Professor University of Rochester Dr. Ralph Hoag Superintendent Rochester School for the Deaf William Howard Demonstration Supervisor University of Rochester
Careers, Technology and NTID	Dr. Robert Frisina, Director National Technical Institute for the Deaf
Career Development and Media Utilization at the National Technical Institute for the Deaf	Dr. Jack Clarcq Assistant Dean for Technical Education Dr. Donald Johnson Director, Communications Center Dr. James Speegle Assistant Dean for Student Planning & Advanced Studies National Technical Institute for the Deaf

UPDATE '74: A DECADE OF PROGRESS

April 2 to 4, 1974

Review of Media Services and Captioned Films	Dr. Malcolm Norwood, Chief Media Services and Captioned Films
Developments in Educational Media: The Past Decade and for the Future	Dr. Wesley C. Meierhenry Professor & Chairman Adult and Continuing Education University of Nebraska - Lincoln
The First Six Years of Media at NTID - A Prologue for the Future	Dr. William Castle, Dean Frank Argento Director of Educational Resources National Technical Institute for the Deaf
Gallaudet Update	Dr. Donald Torr, Director Office of Educational Technology Gallaudet College
Wisconsin School for the Deaf Media Tornado	Bruce Drackley Media Specialist Wisconsin School for the Deaf
The Wyoming Picture '74: Development and Use of a Co-ordinated Media System in a Small School Setting	Roderick Laird Assistant Administrator Wyoming School for the Deaf
A Decade of Success with Media for Pre-School Deaf Children	LeAnn Olson, Supervisor Omaha Hearing School for Children
The Applications of Educational Media and Technology at the Boston School for the Deaf	Leonard Goldberg, Director Department of Instructional Resources Boston School for the Deaf
Growth and Development of Oregon's Media Program	William Peck, Director Oregon State School for the Deaf
In the Eyes of a Child: Mediated Learning Experiences	Michael Waugh, Director - ITV Richard Parsons, Technical Director Kansas School for the Deaf
Minicourses - A Concern for Individualization of Content	Dr. Sam Postlethwait, Professor of Biology Director of Minicourse Development Project

The Ubiquitous Overhead	Dr. Raymond Wyman Project Director Northeast Regional Media Center for the Deaf
Television for Deaf Learners: A Utilization Quandary	Dr. William Jackson, Project Director Roger Perkins, Assistant Director Southern Regional Media Center for the Deaf
Project LIFE a Decade Later: Some Reflections and Projections	Dr. Glenn Pfau, Director Project LIFE
The Midwest Regional Media Center for the Deaf: Eight Years of Media Service	Robert La Gow, Assistant Director Ronald Kelly, Coordinator of Instruction Midwest Regional Media Center for the Deaf
Media in a Systems Approach to Individualizing Instruction for Young Deaf Children	Dr. Judy Burroughs Callier Hearing & Speech Center
Language and Reading: A Visual Structure	Robert Newby, Director Media Center Pennsylvania School for the Deaf
The Decade that was: Birth and Growth of Media at the Illinois School for the Deaf	Bill Stark, Media Director Illinois School for the Deaf
The Flexibility of Media in the Open Classroom	Khristine Nazzaro, Media Specialist Amoskeag Center for Educational Services
Let's See it One More Time	Janet Bourne, Media Specialist Nebraska School for the Deaf
The Rochester School for the Deaf: The Second Hundred Years	Garry Loysen, Media Coordinator Rochester School for the Deaf
The Inclusion of the Deaf Within Communication Networks	Dr. Omar Khayyam Moore Professor of Sociology University of Pittsburgh
Media - A Decade of Change and Progress	Dr. Henry Ray, Director Teaching and Learning Resources Centennial School District
Educational Technology and the Future	Dr. Frank Withrow, Executive Secretary National Advisory Committee for the Handicapped

National Center on Educational Media and Materials for the Handicapped Report	Dr. Samuel Ashcroft University of Maryland
A Summary of Progress	Dr. Robert E. Stepp, Jr., Project Director Cliff Hollestelle, Media Specialist Richard Young, Media Specialist Todd Hoover, Research Associate Midwest Regional Media Center for the Deaf
Future Trends	Dr. Malcolm Norwood, Chief Media Services and Captioned Films